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ABSTRACT

This four-part study of the educational concerns of ethnic minority groups in the United States by the National Education Association (NEA) comprises the following parts: (1) American Indian/Alaskan Native Concerns; (2) Asian and Pacific Islander Concerns; (3) Black Concerns; and (4) Hispanic Concerns. Goals are the following: (1) specify the educational needs of minority youth, families, and communities; (2) assess how well the schools are meeting those needs; and (3) determine how the NEA can support excellence in education for minority students. Data were gathered from site visits to a wide variety of schools and programs, and from the testimony of representatives of minority group organizations, federal and state agencies, parents, researchers, minority group educators, and educators of minority group children. Historical overviews discuss the role of the Federal Government, state governments, and the NEA in the education of each minority group. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. Some reports include tables and graphs of statistical data, lists of references, and bibliographies. Lists of site visits and witnesses are appended to each report. (FMW)

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The NEA Executive Committee Study Group Reports On Ethnic Minority Concerns

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By the year 2000, one out of every three elementary and secondary school students in the United States will be from an ethnic minority family. In California and many other states, minority youngsters will make up the majority of the student population.

These minority young people will bring both unique and diverse needs to America's public schools. Will schools be able to meet these needs?

That is the question — and the challenge — before our schools. It is a challenge that won't be met by mere proclamation or declaration. Meeting the challenge will take careful research — and a commitment to translate that research into concrete strategies that address the educational needs of all minority young people.

The National Education Association has made just such a commitment. In 1986, NEA launched the broadest investigation of minority education in the United States ever undertaken by America's educators. Through the work of four distinct ethnic minority study groups established by the NEA Executive Committee, NEA sought to:

- specify the educational needs of minority young people, their families and communities;
- examine how well schools are meeting those needs;
- determine the specific steps the nearly 1.9 million members of the National Education Association can take to help ensure excellence in education for minority students.

As part of their research, the NEA ethnic minority study groups visited schools in every region of the United States. In communities and cities as varied as San Juan, Texas, and Chicago, Illinois, the NEA study committees heard from students and teachers, policymakers and parents, community organizers and established civic leaders.

This unprecedented examination of the status of minorities in American education today has produced an action guide for tomorrow, a guide spelled out in the summary reports of the NEA Executive Committee Study Groups on Ethnic Minority Concerns.

These reports are not the "final" word on the problems they describe. These reports are instead an invitation to cooperation, an appeal for the partnership between school and community so essential to guaranteeing minority youngsters a quality education — and our nation a quality future.

The National Education Association is already moving to implement the many recommendations these four reports advance. But no one organization can do the job that needs to be done for minority students. Meeting the needs of *all* students is a challenge that demands the help and support of *all* Americans.

nea

REPORT OF THE

AMERICAN INDIAN/ ALASKA NATIVE CONCERNS

STUDY COMMITTEE

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AMERICAN INDIAN/
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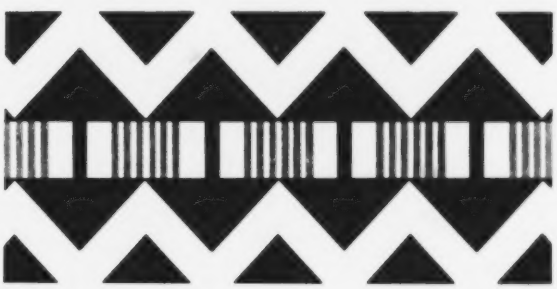

Preface

The National Education Association is most grateful to the members of the Special Study Committee on American Indian/Alaska Native Concerns for raising our awareness about critical needs in American Indian/Alaska Native education and for recommending ways to fulfill those needs.

NEA has been concerned about Indian education ever since the Association was founded in 1857. The Association, in its early days, repeatedly reminded Congress of its responsibility to Indian education. In 1899, NEA established a Department of Indian Education that over the next nine years provided a national forum for the exchange of ideas and experiences related to Indian education.

At this same time, the U.S. government was pursuing a policy of isolation and assimilation designed to break up Indian reservations and destroy tribal relations. NEA collected first-hand evidence about the educational impact of that policy from teachers and other experts, and helped show how meddling by graft-loving Indian agents was undermining efforts to build an effective, self-respecting Indian school system.

NEA's more recent advocacy for Indian education began in the 1960s. In 1968, NEA appointed an American Indian to its newly established Human Relations Committee. In 1969, the Association sponsored a national conference entitled "Equal Educational Opportunity for Native American Children."

More significant actions took place in the 1970s. In 1971, a delegation of Indian, Mexican American, and Puerto Rican members presented 13 demands to NEA, which led to the creation of a Task Force on First American and Hispanic Education. The Task Force later presented an "Affirmative Action Program for NEA in Indo-Hispanic Education" to the NEA Executive Committee.

This affirmative action program marked the beginning of NEA's current efforts to help improve American Indian/Alaska Native education and organize American Indian/Alaska Native members. Specifically, the program sparked the formation of the NEA American Indian/Alaska Native Caucus, the recruitment and employment of American Indian staff, and the adoption—in 1976—of Resolution B-5, "American Indian/Alaska Native Education."

We in NEA have definitely made some progress. But we cannot rest until our country confronts the inadequate funding of American Indian/Alaska Native education programs and the institutional rigidity that prevents adequate responses to the unique needs of Indian students.

The Study Committee on American Indian/Alaska Native Concerns has prepared its report at a crucial time—in an era of national retrenchment from civil rights and education. This report should strengthen our continued commitment to American Indian/Alaska Native education, help us increase federal funding for American Indian/Alaska Native education, and renew our campaign to achieve educational excellence for all our nation's students.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

What should the NEA be doing today to address the educational issues facing American Indians and Alaska Natives? The Study Committee on American Indian/Alaska Native Concerns provides some answers to this question in this report. Our answers are based on observations from American Indian/Alaska Native organizations and tribes, federal and state agencies that have Indian offices, and Indian educators and educators of Indian children.

These groups and individuals cite inadequate funding, student mobility, and institutional rigidity as the major issues in American Indian/Alaska Native education today. Inadequate and untimely congressional appropriations to the Department of the Interior, they point out, adversely impact the education of American Indian/Alaska Native children by interrupting program continuity and interfering with educational planning.

Institutional rigidity is equally detrimental to the education of American Indian/Alaska Native children. Schools that cannot address the needs of the mobile student or the potential dropout, that cannot utilize culturally relevant teaching techniques, that ignore the diversity of the American Indian/Alaska Native population, and that fail to teach non-Indians about tribal governments and their relationship with the federal government hurt all children, but especially American Indian/Alaska Native children.

This report reflects the substance of the testimony we heard. The Study Committee hopes that our work will strengthen NEA's efforts to improve the education of American Indian/Alaska Native children.

All of us on the Study Committee on American Indian/Alaska Native Concerns are indebted to every person who planned and participated in our hearings and in the preparation of this report. As Committee chairperson, I am grateful to all the Committee members who devoted themselves to understanding and responding to all the issues. I would personally like to thank Committee members Monica Beaudoin (Sioux), member, NEA Board of Directors, Idaho; Harriet Booth (Ottawa), retired and member American Indian/Alaska Native Caucus, Alaska; Agnes Chavis (Lumbee), Chairperson, NEA Minority Affairs Committee, North Carolina; Carl Downing (Cherokee/Creek), member, NEA Minority Affairs Committee, Oklahoma; Jim Lewis, member, NEA Executive Committee, Kansas; and John Wilson, member, NEA Executive Committee, North Carolina.

I also thank the following members of the NEA Human and Civil Rights staff who helped the Committee do its work: Charles T. Williams, director, and Mary Sosa, Ron Houston, and Julie Bowens.

Finally, my thanks to those individuals, organizations, and schools that gave us a contemporary insight into Indian education and provided the Committee with input for this report. I greatly appreciate their willingness to share information with us.

Roz Schleife, Chair
NEA Special Study Committee on
American Indian/Alaska Native Concerns
June, 1987

The Study

The National Education Association established a Study Committee on American Indian/Alaska Native Concerns to:

1. Investigate the educational needs and concerns of American Indian/Alaska Native students and educators.
2. Assess the various educational reform initiatives and their impact on Indian students and educators.
3. Identify support systems that relate to these concerns.

To carry out its investigation, the Committee held a series of invitational hearings at which national organizations, educational leaders, and other knowledgeable individuals gave relevant testimony.

The Committee addressed the following charges:

1. Review and analyze NEA programs that address American Indian/Alaska Native concerns and make appropriate recommendations.
2. Review and analyze the needs of American Indian/Alaska Native students, families, and public school employees.
3. Assess the concerns of American Indian/Alaska Native members.
4. Review and analyze the political structure of American Indian/Alaska Native organizations and make appropriate recommendations for future relationships with NEA.
5. Meet with leaders of American Indian/Alaska Native organizations to ascertain their potential level of involvement with NEA.

(Unless specifically noted, the term "Indian" throughout this report refers to American Indians and Alaska Natives.)

A total of 220 organizations and individuals were invited to present testimony to the Study Committee. Efforts were made to invite major national American Indian/Alaska Native organizations, tribes and their educational directors, and federal and state agencies that have established Indian offices or divisions. NEA state affiliates were asked to identify Indian educators and educators of Indian children who might be interested in presenting testimony. The Committee also invited representatives from agencies that provide technical assistance to Indian education programs and prominent individuals in the field of Indian education. The Committee also made every effort to accommodate anyone requesting time to testify.

The Study Committee visited facilities and programs at three of the hearing sites: Minneapolis, Minnesota; Phoenix/Tempe, Arizona; and Buffalo, New York. Site visits included a Headstart program, an elementary school, a middle school, and two alternative schools. The programs observed ranged from unique and innovative to traditional educational programs.

In Minneapolis, Minnesota, three schools were visited: Heart of the Earth (Alternative) School, Olson Elementary School, and Anderson Middle School. Olson Elementary and Anderson Middle enroll the greatest number of Indian students in the Minneapolis public school system. Heart of the Earth is a private alternative school that works cooperatively with the Minneapolis public school system, drawing students who, for various reasons, feel they can perform better at a school whose curriculum emphasizes Indian culture.

In Washington, D.C., the Study Committee heard from organizations and agencies that ranged from the National Advisory Council on Indian Education and the Phelps-Stokes Fund to the U.S. Department of Education's Indian Education Program and the National Indian Education Association. These organizations provided significant insights about the national issues and concerns related to the education of the American Indian/Alaska Native.

In Phoenix, the Committee visited two programs on the Salt River Indian Community, a reservation.

The American Indian/Alaska Native Concerns Study Committee had a unique experience in Anchorage, Alaska. The hearings there were directly integrated with the NEA Pacific Regional Leadership Conference. The Study Committee heard directly from NEA member leaders—some American Indian/Alaska Native, some not.

In Buffalo, the Committee visited the Native American Magnet School Number 19 of the Buffalo Public Schools. The district buses students to the school so that they can participate in a unique Native American Resource Program.

Overview

From the first attempts at educating American Indians, the goal has been to change them. The Jesuits attempted change by acquainting the Indian with the French manner, French customs, and French language. The Protestants tried to Anglicize Indians and prepare them for a "civilized" life. The Franciscans worked to bring Indians into the mainstream by making them missionaries. Schools were established as further attempts at "civilizing and converting" the natives.

Every attempt at changing the American Indian and, now, the Alaska Native has met with failure or minimal success. Early approaches at changing the American Indian are explained in an 1899 statement by a top government Indian affairs official:

"The settled policy of the government is to break up the reservations, destroy tribal relations, settle Indians upon their own homesteads, incorporate them into the national life, and deal with them not as nations and tribes or bands, but as individual citizens. The American Indian is to become the Indian American. . . ."

As this statement makes clear, Indian education policies have historically had two thrusts: isolation and assimilation. Both these thrusts have been challenged by Indian people: "Indians today are deeply concerned with getting effective and relevant education for their children. They want the educational system to reflect tribal values and their way of life, and they feel they ought to influence and exercise control over this education."[1]

Said Chief Joseph in 1879: "If the white man wants to live in peace with the Indian, he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all Brothers. The earth is the mother of all people, and all people should have equal rights upon it. . . .Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty."

The Federal Government

Federal policy toward American Indians and Alaska Natives has historically forced assimilation for the purpose of divesting Indians of their land and resources. Federal authorities often sought to achieve this policy by trading treaty provisions on education in exchange for the ceding of Indian lands. Schools were established as agents for spreading Christianity and transmitting Western culture and civilization.

From the beginning, the curriculum in Indian schools offered no Indian languages, culture, or history. There was no recognition that culture and land are interrelated—and that removing the people from their land and denying them their culture would take away their very essence and destroy them.

In exchange for Indian land and trade concessions, the U.S. assumed a protective role that developed into a "trust relationship." Trust is generally defined as "the unique legal and moral duty of the United States to assist Indians in the protection of their property and rights." Trust has as its primary purpose the continued survival of Indian tribes and their governments. The trust relationship existing between the federal government and Indian tribes governs that special, unique relationship between the United States government and Indian nations.

The source of the trust relationship varies depending on the individual Indian nation. It can be a treaty or an executive order, a statute, or a court decision. The "trustee" in the relationship is the U.S. Congress. The various Indian nations are the "beneficiaries."

U.S. courts have used the trust relationship to justify the special powers of Congress in Indian affairs. Congress has exercised unrestricted power in Indian affairs, enacting legislation directly affecting—and often interfering with—the internal affairs of Indian nations.[2]

According to the American Indian Policy Review Commission,[3] the fundamental authority for this power was set in 1789 by the U.S. Constitution, which conveyed to the federal government the power to regulate commerce with Indian tribes, to make treaties with them, and to control public lands occupied and reserved for them. The Constitution recognized the fundamental right and legality of Indians' desire for a permanent separate identity as a people. "The trust relationship" has existed between the U.S. government and the American Indian ever since. The trust responsibility has been defined through laws and court decisions. In administering this trust, federal agencies are responsible for preserving, protecting, and guaranteeing Indian rights and property. In order to do so, they must deliver a wide range of services to Indian people. All federal programs for Indians share two purposes: they fulfill specific treaty provisions and they fulfill a general commitment to the Indian tribes to improve their social and economic conditions.

As the original inhabitants of the United States, Indians also claim rights accruing to no other group of Americans: "These rights are based on treaties signed between individual tribes and the Federal Government between 1778 and 1871, acts of the U.S. Congress to implement the treaties and provide for the general welfare of Indian people, court decisions upholding the validity of treaties, and special legislation to deal with Indian matters."[4]

The initial Indian treaties tried to convert the Indians from hunters to farmers. Farmers would require less land—leaving more for settlement by white settlers. "The treaty period, from 1778 to 1871, provided the framework for future relationships between the U.S. and the Indians in which the Federal responsibility to educate Indians became more apparent."[5]

About 400 treaties later, the U.S. had acquired almost a billion acres of Indian land. Indian nations lost both their autonomy and their means of livelihood. To compensate, the federal government offered training on how to sustain life on farm plots averaging 160 acres per family and promised the Indians health services and schools. By 1882, many Americans recognized that the federal government had failed to fulfill its treaty obligations. By the 1880s, Indian survival had become an issue confronting the Congress.[6]

Treaties between Indian tribes and the U.S. government recognized and protected the special rights of the nations who signed them. The United States made treaties with Indians to end wars and acquire more land. Many treaties contained educational provisions about providing schools, money, and teachers. At the same time, Indian governments used treaties to confirm and retain the sovereign right of self-government, fishing and hunting rights, and jurisdictional rights over their own lands. Treaties stood as evidence that Indian nations were sovereign and independent.[7]

Every so often, Indians and their plight came to the attention of the American general public. In 1928, the most significant investigation ever conducted in the field of Indian affairs—the Meriam Report—was published. Among its major findings: "Indians were receiving a poor quality of services (especially health and education) from public officials who were supposed to be serving their needs."

The report suggested that public schools, with their traditional curriculums, were not the answer: "The Indian family and social structure must be strengthened, not destroyed. The qualifications of teachers in Indian schools must be high, not poor to average. The federal school system must be a model of excellence."[8]

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A generation later, in 1961, Secretary of the Interior Udall appointed a Task Force on Indian Affairs. The report recommended "a wide range of new activities in Indian education, from increased funds for scholarships to the encouragement of Indian parent participation in the formulation of school programs." This report caused the Bureau of Indian Affairs to shift policy and embark on a program of economic and community development.[9]

The 1966 Presidential Task Force on Indian Affairs was another attempt to formulate new policy on Indian affairs. The report placed education as the top priority for improving Indian Affairs and strongly endorsed Indian control and the need to have an exemplary school system.[10]

A few years later, a special subcommittee on Indian education of the Senate Committee on Labor and Public Welfare conducted a major extensive congressional hearing on Indian education. The committee's subsequent Kennedy Report, published in 1969, recommended increased Indian control over education. The report also recommended a National Indian Board of Education and an exemplary federal school system for Indian education.[11] The report further stated that:

> The coercive assimilation policy has had disastrous effects on the education of Indian children. It has resulted in:
>
> 1. The classroom and the school system becoming a sort of battleground in which the Indian child attempts to protect his integrity and identity as an individual by defeating the purposes of the school.
> 2. Schools that fail to understand or adapt, and—in fact—often denigrate cultural differences.
> 3. Schools that blame their own failures on Indian students and reinforce their defensiveness.
> 4. Schools that fail to recognize the importance and validity of the Indian community, causing both the community and its children to retaliate by treating the school as an alien institution.
> 5. A dismal record of much absenteeism, many dropouts, negative self-image, low achievement, and, ultimately, academic failure for many Indian children.
> 6. A perpetuation of the cycle of poverty, which undermines the success of all other federal programs.

State Governments

Even though the federal government—through treaties and laws—is obligated to support American Indian/Alaska Native education, state governments have the reponsibility to educate citizens within state boundaries. Many American Indians and Alaska Natives are contributing members of their state economies. Most often, those residing on reservations work in cities and towns and spend their limited incomes in off-reservation businesses.

Local school systems depend on property taxes for their existence, and Indian reservation property is exempt from taxation. Yet it is still in the best interest of states to become actively involved with the federal government in financing and ensuring quality education of its American Indian and Alaska Native population. It is the responsibility of all communities to see to it that their most prized resources—children—receive the best education possible. It is in the interest of every state, community, and educational system to ensure that Native people are involved in the education process of children so they, too, can have an opportunity to ensure that their children will have an equal chance to be contributing members of their communities and of society.

The Association

NEA expressed its interest in promoting the education of Indian children by creating a Department of Indian Education in 1899. In fact, even long before then, NEA had repeatedly demonstrated its interest in the area by pointedly reminding Congress of its responsibility for educating American Indians and Alaska Natives.

NEA maintained its Department of Indian Education for only nine years—from 1899 to 1908—but the department showed a surprising vitality during its brief tenure. Speakers and teachers came to the department from almost every state with Indian schools to discuss topics ranging from basic government policies to sanitation in the dormitories at reservation boarding schools. Teachers at Indian schools repeatedly denounced the reservations, the ration system, and corrupt Indian agents—all of which undermined the effective education of Indian children. NEA's Department of Indian Education without a doubt provided a spirited forum for the exchange of experiences and ideas during a critical period in the development of educational methods for Indian education.

At the 1971 NEA Human Relations Conference, a delegation representing (as stated then) "Mexican Americans, American Indians, and Puerto Ricans," accused the Association of failing to include proportional representation of Chicanos and Indians in the design and implementation of the conference and other ongoing programs. Thirteen demands were presented to NEA, and those demands eventually resulted in the formation of a Task Force on Indo-Hispanic Education. The name of the task force was later changed to the Task Force on First American and Hispanic Education.

This task force later presented to the NEA Executive Committee "An Affirmative Action Program for NEA in Indo-Hispanic Education" that helped begin an Association program in American Indian/Alaska Native education and the further organization of American Indian/Alaska Native members. The work of the task force resulted in the formation of the First American Caucus (later renamed the American Indian/Alaska Native Caucus), the recruitment and employment of American Indian staff, and the adoption of resolution B-5—"American Indian/Alaska Native Education"—which has been in continuous existence since 1976. The task force has also had significant input into other areas of NEA structure and NEA affiliates.

In the late 1960s, NEA became actively involved in American Indian/Alaska Native education by appointing an American Indian to its newly established Human Relations Committee (1968). The Association also held a conference on "Equal Educational Opportunity for Native American Children" (1969), passed its first resolution pertaining to American Indian/Alaska Native education (1970), and hired a coordinator for Indian programs (1971). During 1974-75, the National Project on Educational Neglect focused on the educational neglect of American Indians. Its report was published in 1975.

The thrust of current NEA staff and program efforts on American Indian/Alaska Native education is determined by resolution and new business items passed at the annual NEA representative assemblies in 1976 and again in 1986. The current resolution that governs NEA program efforts is as follows:

> The National Education Association recognizes that the complexity and diversity of the needs of American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing and maintaining adequate and equal educational programs that preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indian/Alaska Natives and insists that such programs be voluntary. The Association opposes the termination of federal support for American Indian/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for:

1. Legislation assuring the involvement and control of the education of American Indian/Alaska Natives by their parents, communities, and educators.
2. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language.
3. Assistance to local and state Associations in meeting the educational needs of American Indian/Alaska Native students.
4. Substantial participation by American Indian/Alaska Natives in NEA conferences and leadership training programs.
5. Coordination with existing American Indian/Alaska Native organizations and concerned agencies, and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people.
6. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs.
7. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions.
8. American Indian/Alaska native involvement in lobbying efforts in Washington, D.C.
9. Continued instruction in traditional hunting, fishing, and gathering practices by American Indian/Alaska Natives.
10. Continued control of native lands by American Indian/Alaska Natives.

Study Findings

The commitment, sincerity, and dedication of educational program personnel were evident at each site the Study Committee visited. That commitment—in the face of inadequate funding, institutional rigidity, and political obstacles—needs to be commended.

The Study Committee also found that there is not and never should be any question about the commitment of American Indian/Alaska Native parents and tribal leaders to achieving quality education for their children.

The Study Committee found imaginative efforts to improve education for American Indian/Alaska Native students in a wide array of schools and communities.

In Minneapolis, for instance, the Study Committee found the Heart of the Earth School located in a vacant church. Founded as Heart of the Earth Survival School in 1972 by the American Indian Movement, the school is committed to providing a culturally based academic education within the Indian and non-Indian communities. Its goal is to preserve a common way of Indian life by enhancing Indian cultural experiences within an academic setting—and, further, to reinforce parent and community participation.

Heart of the Earth is an accredited school. Monies for its operation are acquired via fundraising, donations, and—at one time—from the federal government. The school is currently involved in a court dispute against the federal government over funding for the 1985-86 academic year. Because of a lack of funds, the school currently enrolls students only in grades 9 through 12.

The curriculum at Heart of the Earth School places a strong emphasis on Indian culture. Students begin each week with a traditional ceremony before attending their classes. Taking part in this ceremony and learning traditional Indian art and dances provide an opportunity for cultural development that is normally not present in a public school.

The student discipline policy at Heart of the Earth is similar to discipline techniques found in Indian culture—an important factor when family support or discipline is absent. The school takes advantage of every opportunity to provide its students with culturally relevant experiences. To make school more inviting, educators at the school set an informal tone that gives students many opportunities for successful experiences. Students at the school feel a sense of belonging and identify with being Indian. Above all, the school provides an alternative for students who feel themselves pushed out of the public schools, those students who would otherwise become dropout statistics.

The facilities at Heart of the Earth are not comparable to facilities at local public schools, but students and faculty feel a sense of ownership in the school. By helping to raise funds for the school's operation, students learn responsibility.

Heart of the Earth tries to incorporate a full curriculum with only 11 instructors and some 70 students. Small class size lends itself to more individual instruction and attention. The complete school staff, including support personnel who are an integral part of the operation, numbers approximately 25.

If a student needs a course that the school cannot provide, arrangements are made for the student to take a correspondence course or enroll for that course at a public school.

At the Olson Elementary School in Minneapolis, the Study Committee found two unique programs—one devoted to intervention behavior and the other designed to help build student self-esteem by teaching the value of students' cultures.

There was evidence of respect at Olson for children as well as adults. The school's behavior room provides an opportunity for time out—a chance to analyze the problems that exist between teacher and child.

Olson School is one of many alternative programs offered in Minneapolis. Additional learning groups at Olson are organized outside each grade level around special needs and interests ranging from gifted and talented programs to music, social skills, and behavior programs.

Students spend most of their time in subject activities scheduled by the teacher. Teachers work with students who are learning at many different levels. The children are taught basically similar curricula content using a variety of materials. Basic skills are taught both separately and as part of other subjects. The school emphasizes the variety of teaching and learning styles available to staff and students within the contemporary school setting.

Teachers use curriculum guidelines—set primarily by central administration—to establish goals and pace student learning. Students are evaluated on what they have accomplished and how well they have progressed in their skills. Evaluations are shared with students and parents in conferences, and through report cards and daily work assignments that are sent home.

Parents at Olson may participate in the education of their children in many ways—by encouraging them to be good learners, by providing support for homework completion, and by promoting good school behavior and good health. The school also encourages parents to participate in various activities such as Chapter I advisory committees and workshops, the PTA, and building advisory councils. Parents are always welcome as volunteers and classroom visitors.

The Anderson open school in Minneapolis enrolls some 820 students, approximately 38 percent of whom are minority, with a staff of 80, of whom about 50 are professionals.

The Minneapolis school system has many different styles of programs: open schools, contemporary schools, continuous progress schools, fundamental schools, Montessori schools, and two centers—an international learning center that uses language immersion and a math and technology science center. Parents choose the type of school their children will attend. If they don't choose any, their children will attend a contemporary school, which is basically eclectic.

The open school embraces many teaching styles, philosophies, and approaches to children and curriculum. This approach allows the school to evaluate each child's needs and to try to match them up with the appropriate teaching style. Anderson offers a variety of services to children—classes for the gifted and talented, special education, and music instruction, for instance—and allows teachers to be program coordinators.

One of Anderson's goals is to treat students with respect. Students are always given an opportunity to explain things as they see them.

Anderson has a very high mobility rate. After the third week of school in 1985-86, 47 percent of the student population had turned over. From the end of school in June 1986 to the start of school the following September, the turnover rate was 33 percent.

To combat the impact of this high mobility on minority and other students, the district has tried to provide consistency by using the same textbooks, curriculum objectives, and discipline policy in all its schools. With its centralized placement center, the district works with the families to place children in the most appropriate school setting. This program works to help reduce the impact of mobility by trying to keep children in the same school whenever transportation can be arranged.

Anderson has a behavior room where misbehaving children are sent. For the first infraction, children are reminded of the rules, given a warning, and have their names placed on the chalkboard. For the second infraction, children get a check next to their name and must take a two-minute time-out from the classroom. After a third infraction, children spend a five-minute time-out from the classroom. The fourth offense warrants a trip to the behavior room where the behavior room teacher meets with the offenders to get their perception of the problem. The behavior room is also used as an in-school suspension room.

Students are encouraged to seek help for their problems while the difficulty is still minor. Some 41 percent of the students who utilize the program are minority students. Ethnic breakdown is not yet available, but data are being compiled.

Anderson is also working to develop cultural understanding and pride. Its fine arts program this year is concentrating on Native American and Slavic cultures. The school will sponsor assemblies and have artists and writers in residence at the school. Anderson has so far brought in a Native American storyteller to teach Native American legends and a drummer to talk about the drum and its centrality to Indian culture.

Many of the Native American children attending Anderson are separated from their culture. Their families do not participate in community activities, and the children, as a result, do not get a sense of their heritage. Anderson recently initiated a program that enabled fourth and fifth grade Native American students to work on Indian legends. To reinforce self-concepts, the students read legends, and—to give them the opportunity to see themselves perform—they critiqued their videotaped performance. Students also made murals and developed lessons that they taught to other classes. This unit was designed to give the children an opportunity to excel and build self-confidence. The school is exploring ways to do a similar program for this year.

In Arizona, the Study Committee found a variety of educational programs at the Salt River Indian Community: a Headstart program, an adult education program, a Bureau of Indian Affairs (BIA) school, a community college, and an alternative program. The BIA school is tribally controlled. It enrolls about 200 students. The Salt River Community is adjacent to the cities of Scottsdale and Mesa, and most of the students—some 700—attend public schools. Enrollment in boarding schools has dropped during recent years. Many children on the reservation simply do not attend school and have dropped out.

The Salt River Community is working with the Mesa Public Schools to establish an extension class or an alternative program to reduce the dropout rate. Located on the reservation is the Scottsdale Community College, part of the Maricopa County Community College system. About 200 students from the Pima community are enrolled in the Community College. The Headstart program is designed for 3- and 4-year-olds with funding and enrollment for 72 children. There is a waiting list to get into this program.

Students enrolling in the alternative school have often been truant from the public schools. They can be self-referred or come from court referrals. New students are tested in reading, math, and grammar, and then placed at their ability level.

The alternative school program is basically designed to be individualized, with the exception of a few group activities that, for instance, might involve guest speakers from the Indian community on such topics as substance abuse. Student ages range from 13 to 18, representing grades 9 through 12. The alternative school program has two sessions, each lasting for two hours and 45 minutes.

The program is a joint project between the Pima tribe and Mesa Public schools—the tribe furnishes the facilities and Mesa furnishes the teacher and materials—and having students return to the public schools is one key goal of the program.

Many students come to the alternative school after establishing poor attendance records at regular schools. These students often say they found the school day at the regular schools, including busing, too long. The principal and teachers at the alternative school suggest that other reasons—such as the large size of regular schools, dress competition, peer standing, and exclusive cliques—also come into play. In the small alternative school, students seem to feel more accepted and a part of the school.

In Arizona, overall, there are 20 tribal governments. Approximately 35 percent of the federal Indian education system is located in the state of Arizona. Twelve of the tribes have Headstart programs. A parallel system is the tribally controlled schools. Some 38,000 American Indian students attend public schools in Arizona—which is 6½ percent of the total public school enrollment in Arizona. Another 14 percent attend Bureau of Indian Affairs schools. Arizona has a multidimensional model that includes the federal, state, and tribal governments. These groups have an integral part to play in the education of Indian children. They interact with one another, and this interaction is an important concept in the Arizona educational process.

In Alaska, the Study Committee found a consensus around the importance of improving education for Alaska Native students and increasing opportunities for—and the recruitment of—Alaska Native teachers. Specifically, the Study Committee found that many Alaska Native students face the dilemma of having to choose between a subsistence lifestyle and the pursuit of formal education. The Study Committee learned that many students are reluctant to become educated because of potential alienation from their culture. Non-Indian teachers have their own philosophical conflict: whether it is more appropriate to teach American Indian/Alaska Native children to survive in their own culture or to assimilate into the majority culture.

In Alaska, the Study Committee also learned that the cost of delivering appropriate instructional materials to outlying schools creates severe strains on school systems. Delivery costs are high, and delays are common—particularly in those isolated communities where it's sometimes difficult to find someone to sign for a delivery.

At the other side of the continent, in Buffalo, New York, the Study Committee found a unique and innovative program at the Native American Magnet School Number 19. The students bused to this school's Native American Resource Program learn the language and culture of the Seneca and Mohawk Indian tribes.

The program, funded jointly by the state and the federal government through Title IV, seeks to make the regular school program culturally responsive and to teach non-Native American peers and teachers about the culture of Native Americans. Some 203 Native American students are enrolled in the special programs of Magnet School Number 19, out of a total K-8 student body of 6,576. New York State has adopted a requirement for students to learn a second language. Indian languages have been accepted to meet this requirement.

In Washington, D.C., the Study Committee found widespread concern about the "trust responsibility" established by treaties between Indian tribes and the U.S. government. The Committee also learned that the top federal position in Indian education, the director of Indian Education slot in the Department of Education, has gone vacant for five years. Not surprisingly, given this situation, the Committee found that funding for Indian education projects is not delivered in a timely manner. Other national Indian Education experts in Washington emphasized the great need to identify and increase the number of American Indian/Alaska Native teachers and to publicize NEA's importance as one of the most effective lobbyists for quality programs and funding for Indian education.

Funding Issues

Inadequate funding of education programs for Indian children and untimely notification regarding the level of funding are the biggest issues confronting the American Indian/Alaska Native community. Unlike funding in the public school system, the U.S. Department of Education's Indian education funds flow through the Department of the Interior. Appropriations are made on an annual basis. Schools are at times not notified of their next year's budget allotment until the year has almost begun. This late notification creates intense problems for meaningful short- or long-range planning—and may even cause programs to be discontinued in the middle of the year.

Educational Issues

Enhancing the self-concept of Indian students is essential to the effective education of Indian students. Helping students recognize their heritage, giving them a sense of belonging as well as a sense of their uniqueness as Indians, is equally essential.

There is a widespread feeling that Headstart programs have a very positive effect on American Indian and Alaska Native students, but a longitudinal study on this impact is needed. In Arizona, for instance, the Indian graduates of the state's early Headstart programs have now moved into high school and beyond, yet no studies have ever compared these Headstart graduates to other Indian students who did not go through a Headstart experience.

Also needed is a study on the mobility of Indian students. High-mobility rates contribute significantly to the dropout problem. Needed as well are in-service training programs to help teachers understand the cultural diversity of Indian students. Teachers need to develop different teaching techniques that are culturally relevant. Such activities might allow for group participation rather than focus on singling out individual students.

Schools also must do a far better job teaching Indian history. The federal "trust responsibility" needs to be explained, to dispel the general public ignorance about the relationship of the federal government to Indians. The Indian history that is taught is most often taught from a stereotypical and not a historically factual perspective.

Non-Indian people need to develop an understanding and respect for American Indians and Alaska Natives. Education is an important avenue to accomplish this end. General topics—treaties, for instance—could become a springboard for teaching about American Indian and Alaska Native history. Schools also need to address the different cultures of Indian tribes.

The Study Committee found that Indian students often must pay a high cultural price for their education. Students who leave their communities to continue their studies find themselves forced to learn new skills to survive in the non-Indian world. Once their studies are complete, these Indian students often have trouble returning to their Indian communities. They are seen as outsiders who have adopted non-Indian ways. Educational systems have given little thought to the reentry problems of Indian students.

Current educational institutions are not responsive to the needs of American Indian/Alaska Native students. As Barbara Shin, assistant principal at the Olson Elementary School in Minneapolis, noted to the Study Committee:

"...I firmly believe that our schooling system in this country is one that has cultural discontinuity for many populations. It attends to a cultural continuity for citizens of European ancestry. The system itself is designed upon a European model. So young people of European ancestry do not discontinue their education once they enter school. Children of other culture groups within this nation—American Indians, Alaska Natives, Asians, Hispanics and Blacks—will find most often a discontinuity when they enter the schooling experience because the model is not based on their particular cultural ancestry."

We need to have a vision of what schooling needs to become for culturally different children. We need to work for a cultural pluralism that discourages academic achievement discrepancies based on race, ethnicity, or gender and encourages equal status relationships across race and gender.

In a culturally fair school, Barbara Shin notes, "ethnic heritage is acknowledged as a source of pride in self. It is also acknowledged as a source of information. It contributes to the whole."

In such a school, Shin adds, "students having different ethnic backgrounds work and play together as equal participants—because in so doing they develop mutual respect and acquire the life skills of working and playing together."

Language is a very important support system for youth because it transmits culture. In a pluralistic environment, ethnic language differences are viewed as different from, but not lesser than, standard English. Language can have a profound effect on the psychological well-being and the academic achievement of students in a diverse society. As Katie Stevens, director of Indian Education of the Arizona State Department of Education, notes:

"...the whole issue of language is central to learning. And what we are saying is, language, its acquisition, its use in various social, cultural, and educational contexts is really our key in what we understand to be Indian students' full achievement and later success in life. So what we say is that language is the central issue...the whole issue of language is the present, it is the focus....That is the key to where the dropout solution lies, in the centrality of language. We have not addressed it from that standpoint; we began looking at the socio-economic factors. I feel those play a part in it, but our feeling is that language is the key."

More networking between educational groups—Indian and non-Indian—is essential. This networking can provide an opportunity to share advances and positive experiences that may be occurring in various regions of the country. There is also a need to help the American people understand how tribal governments function, how the federal government should fulfill its responsibilities for American Indian and Alaska Native education, and how local public schools can best make a positive contribution. There is a need to increase the awareness of Indian educators about NEA as their partner in American Indian and Alaska Native education and as an advocate for school employees.

The best support for students of American Indian and Alaska Native ancestry is a quality teacher who has been through a quality teacher preparation program, a quality teacher working in an environment designed to nurture success. Schools and schooling can never be called effective as long as there exists a disparity of achievement by race and ethnic background.

Recommendations

These recommendations from the American Indian/Alaska Native Concerns Study Committee have been adopted by the NEA Board of Directors.

Students

1. NEA will work with its affiliates and other appropriate groups to develop mentoring opportunities in the areas of business and higher education for American Indian/Alaska Native students.
2. NEA will work with its affiliates and other appropriate groups to develop programs for monitoring American Indian/Alaska Native student mobility. Such programs will augment efforts to reduce the dropout rate of American Indian/Alaska Native students.
3. NEA, along with the NEA Student Program, will develop a plan to encourage Indian students to become involved in the NEA Student Program as they pursue course work toward a career in teaching.
4. NEA and the NEA Student Program will research and develop college financial assistance information for distribution to Indian students.

Curriculum and Instruction

1. NEA will continue its support and efforts to expand the Headstart program. Additionally, NEA will work with its state affiliates and other appropriate groups to secure research-based documentation of the importance and success of this program with children.
2. NEA will work with its state affiliates and other appropriate groups to promote the gathering of data on language arts and language development in relation to American Indian/Alaska Native students who drop out of the public schools.
3. NEA will explore avenues, both internally and externally, to provide a clearinghouse for the collection of materials used for American Indian/Alaska Native education. This clearinghouse function is essential to the identification and distribution of quality materials for use in educating students and the public about American Indian/Alaska Native culture and history.
4. NEA will encourage locals having high concentrations of American Indian/Alaska Native students to become more involved in NEA-funded dropout prevention efforts by applying for Operation Rescue grants.
5. NEA will identify and promote programs designed to enhance the concept of self-worth and a positive self-image for American Indian/Alaska Native students.
6. NEA will review and update the recommendations of its 1975 Educational Neglect report and suggest appropriate action for their implementation.
7. NEA will identify and distribute information on those programs that are the most effective at educating Indian students.

Teachers/School Personnel

NEA and selected state affiliates will develop and implement a program to promote the required study of American Indian/Alaska Native culture to improve general public awareness and understanding. The state affiliates that implement this program should have high concentrations of American Indian/Alaska Native students who can benefit from having teachers with an awareness of American Indian/Alaska Native cultures.

Parents/Family/Community

1. NEA will develop and make available to its affiliates a training package on good parenting and parental involvement in children's education and schools in general. This training package will reflect appropriate cultural sensitivity for all minority groups.
2. NEA will publicize its programs on teacher-parent partnership in Fairbanks, Bethel, Barrow, and some North Slope Borough schools in Alaska, and also publicize the NEA Mastery in Learning Project in Greasewood, Arizona.

Employment

1. NEA will seek to hire an American Indian or Alaska Native lobbyist.
2. NEA will encourage its affiliates to aggressively pursue their affirmative action programs with respect to all members, including American Indian/Alaska Native members.

Cultural Sensitivity/Differences

1. NEA will recognize American Indian/Alaska Native culture and heritage at an appropriate Association function. This visible demonstration should enhance members' sensitivity and knowledge of this group's many contributions.
2. NEA will work with its affiliates and other appropriate groups to identify and develop in-service programs that focus on increasing school employee sensitivity to the culture and heritage of American Indian/Alaska Native people.
3. NEA will work with and encourage its affiliates to focus membership materials and other communications on American Indian/Alaska Native issues and members.
4. NEA will work with and encourage its affiliates to seek inclusion of American Indian/Alaska Native speakers and presenters at conferences and training sessions.
5. NEA will include in its publications articles that focus on American Indian/Alaska Native education, culture, and heritage.
6. NEA and its affiliates will work with appropriate American Indian/Alaska Native groups to assemble and promote multicultural in-service programs for teachers.

Collaboration/Coalition Building

1. NEA will work with and encourage its affiliates to invite American Indian/Alaska Native groups to participate in appropriate Association events.
2. NEA will work with and encourage state affiliate leaders to participate in events sponsored by American Indian/Alaska Native groups.
3. NEA and its affiliates will develop and implement with American Indian/Alaska Native groups programs that enhance educational opportunities for American Indian/Alaska Native children.
4. NEA and its affiliates will invite participation by American Indian/Alaska Native leaders at appropriate Association events.
5. NEA and its affiliates will work with American Indian/Alaska Native groups to develop and promote positive relationships between businesses and American Indian/Alaska Native youth, including programs to develop partnership in employment.
6. NEA and its affiliates will work with the appropriate groups to protect the educational opportunities of all minority youth, with a special focus on changes that occur as a result of the education reform movement.

7. NEA will communicate with the Council of Chief State School Officers about the needs and challenges facing public schools working to educate American Indian/Alaska Native students—and then together develop and implement a joint program with one American Indian/Alaska Native organization on an educational issue confronting American Indian/Alaska Native students. Through this project, NEA will work to help administrators and teachers become more aware of effective strategies for educating Indian children.

Legislation/Policy

1. On the NEA-PAC questionnaire that candidates who seek the Association's endorsement must complete, the Association will include questions about support for federal programs that fulfill the government's obligations to the education of American Indian/Alaska Native students.
2. NEA will provide information to its state affiliates about the amount of funding allocated into the state through American Indian/Alaska Native federal programs. NEA will work with its affiliates in monitoring the correct expenditure of these funds.
3. NEA will lobby the Reagan Administration to fill the position of director of the Office of Indian Education in the Department of Education (DOE) and encourage the Administration to select a candidate recommended by the National Advisory Council on Indian Education.
4. NEA will advocate and lobby for a change in DOE administration procedure to allow for the forward funding of Title IV programs serving American Indian/Alaska Native students. This change is essential to allow for appropriate budget management and the long-range planning of educational services for American Indian/Alaska Native students.
5. NEA will lobby for continued full federal funding of the tribally controlled community colleges. NEA will resist attempts by DOE to assess tuition for American Indian/Alaska Native students attending these schools.
6. NEA will call upon the U.S. Government's General Accounting Office to investigate the operation of the Bureau of Indian Affairs, with a special focus on its administrative procedures.
7. NEA will continue to impress on the Carnegie and Holmes groups the importance of including minority involvement in teaching as a key goal of the education reform movement.
8. NEA will encourage its affiliates to seek and assist proeducation American Indian/Alaska Native political candidates running for office. There should be a special emphasis on electing American Indian/Alaska Native candidates to school board positions.
9. NEA will include in its legislative package efforts to promote full funding of federal programs supporting the education of American Indian/Alaska Native students.

Leadership Training

1. NEA will work with its affiliates to encourage and appoint American Indian/Alaska Native members as participants in conferences and training sessions.
2. NEA will work with its affiliates to increase the participation of American Indian/Alaska Native members in the Association.

Recommendations from a Previous NEA Report (1975)

(The current study committee felt that some of the following ideas are worth reconsideration and enhance the current report by demonstrating ongoing needs identified in previous reports.)

The Task Force recognizes that conditions of Indian education and the needs and desires of local Indian communities vary from district to district and that some specific recommendations may not be appropriate for or desired by some Indian groups at this time. At the same time, the Task Force urges that each recommendation be carefully considered as an alternative in achieving better and more adequate educational programs for our nation's First Americans. The Task Force especially recommends that priority be given to the following areas of special concern:

1. Increased Indian participation and input in educational decisionmaking that affects Indian students.
2. Increased assistance to Indian communities and schools serving Indian students for improvement of instruction in Indian languages and in English and for improved programs leading to greater cultural awareness among Indian people.
3. Provision of adequate financial support and assistance in meeting increased financial needs of schools serving Indian children.

Bearing these priorities in mind, the Task Force submits the following general recommendations as guidelines in developing programs and legislation to conquer the educational neglect that has so tragically characterized Indian education not only in Arizona but throughout the United States.

1. Effective involvement of local Indian parents, students, and tribal leaders is fundamental in the provision of educational opportunity for Indian students. Every effort should be made to assist, train, and support such persons in their efforts to improve the quality of education available to Indian children and adults.
2. Tribal councils, parent advisory committees, Indian boards of education, and other legally established groups should have maximum authority for making decisions concerning educational policies, financing and expenditures.
3. Noninstructional costs such as pupil transportation, teacher retirement, housing, construction, and other special services not normally provided by school districts in non-Indian communities should be supplemented by special appropriations by the state and federal government.
4. Schools should be developed as community education centers that are both responsive and reflective of local input and needs. Curriculum should reflect local conditions and locally developed educational objectives.
5. Federal agencies with authority and responsibility for the allocation of funds for Indian education and protection of civil rights—including the Justice Department, HEW, and BIA—should monitor, review, and take any necessary action with regard to establishing accountability by state and local officials for misuse or misallocation of funds designated to assist in the education of Indian students.
6. Supplementary services to Indian young people should be provided in programs operating both outside of and in cooperation with regular school channels to ensure accommodation to special needs.
7. Persons speaking local Indian languages should be employed as teachers, administrators, counselors, teacher aides, home-school liaisons, and in other positions in the schools where peer and authority contact with Indian students and parents can occur.

8. Construction and maintenance of roads on Indian reservations should be improved and expanded.
9. At the option of local Indian groups, school systems should be coterminous with Indian reservations. Schools systems should also be decentralized so that they will be available to separate villages, chapters, districts, or pueblos within the reservations.
10. Special efforts must be made in training, recruiting, and upgrading Indian teachers, teacher aides, and other persons so they can take over educational responsibilities in schools serving Indian students.
11. Teachers should work with parents and tribal authorities to establish closer home-school relations and to develop approaches that will be more responsive to local conditions and needs.
12. Classes and workshops in Indian languages, history, and culture should be available to both preservice and in-service teachers. They should also be mandatory for permanent teaching certification in districts serving substantial numbers of Indian children.
13. Teaching conditions and benefits should be high enough and living conditions should be adequate enough to attract and keep the very best educators in schools serving Indian students.
14. Federal, state, and private support for training Indians as school administrators should be expanded immediately to provide for needs in districts where Indian citizens are exercising expanded influence.
15. Priority should be established for support of locally developed materials on Indian languages and cultures.
16. Curriculum should reflect the needs of students to identify with local languages and cultures and should be responsive both to students who do not speak Indian languages and those Indian students who do not come from English-speaking backgrounds.
17. Basic instruction in Indian languages should be available at all levels of public schools serving Indian students and for preservice and in-service teachers of Indian students. Special assistance should be available for development of languages, including alphabets and dictionaries.
18. Cultural awareness programs should be available for Indians of all ages, both in regular school programs and alternative programs.
19. Accreditation and certification requirements at local and regional levels should be responsive to special Indian needs.
20. Career education opportunities and preparation for careers both on and off the reservations should be stressed in schools serving Indian students.
21. Allocations should be provided now to prepare for rising enrollments of Indian students in public school systems on reservations. Allocations should include purchase of materials, housing and school construction, and training programs.
22. Bilingual/bicultural education, English as a second language, and Indian as a second language should be available in all elementary schools serving Indian students.
23. State restrictions on the use and diversion of monies made available for supplementary programs should be terminated. State allocations for base support of students should be at least equivalent to any other districts in the state.
24. State base support for Indian schools should be sufficient so that funds intended as supplementary will not be needed for supplanting either state or local funds in providing education for Indian students.

Footnotes

[1] Anderson, T.A. *Nations Within A Nation. The American Indian and the Government of the United States.* Chappaqua, New York: Union Carbide Corporation, 1976, p. 70.

[2] Kickingbird, Kirke, et al. *Indian Treaties.* Washington, D.C.: Institute for the Development of Indian Law, 1980, p. 20.

[3] Anderson, T.A. *op. cit.*, p. 13, 21.

[4] Deloria, Vine, Jr. *A Brief History of the Federal Responsibility for the American Indian.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1979, p. 1.

[5] Blue Dog, Kurt. *A Legal Position Paper on Indian Education.* Boulder, Colorado: National Advisory Council on Indian Education, 1979, p. 5.

[6] Deloria, Vine, Jr. *op. cit.*, p. 6.

[7] Kickingbird, Kirke, et al. *op. cit.*, p. 2.

[8] U.S. Senate Committee on Labor and Public Welfare, *Indian Education: A National Tragedy—A National Challenge.* Washington, D.C.: Government Printing Office, 1969, p. 13.

[9] *Ibid.*, p. 15.

[10] *Ibid.*, p. 15.

[11] Fuchs, Estelle and Havighurst, Robert. *To Live on This Earth: American Indian Education.* New York: Anchor Press/Doubleday, 1973, p. 17.

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Blue Dog, Kurt. *A Legal Position Paper on Indian Education.* Boulder, Colorado: National Advisory Council on Indian Education, 1979.

Committee on Labor and Public Welfare. *Indian Education: A National Tragedy—A National Challenge.* Washington, D.C.: Government Printing Office, 1969.

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Kickingbird, Kirke, et. al. *Indian Treaties.* Washington, D.C.: Institute for the Development of Indian Law, 1980.

Appendix

Study Sites

Originally three sites were selected for the hearings. Because of requests, two additional sites were added and one site changed. The final site schedule was as follows:

Minneapolis, Minnesota	February 9-10, 1987
Washington, D.C.	February 17-18, 1987
Phoenix/Tempe, Arizona	February 19-20, 1987
Anchorage, Alaska	February 21-22, 1987
Buffalo, New York	February 23-24, 1987

Minneapolis, Minnesota

Participants

Sam Ardido, National Indian Education Association, 2d vice president, Minneapolis

Russell Boyd, Onamia, Minn.

Joe Bresette, Great Lakes Inter-Tribal Council, Lac Du Flambeau, Wis.

Rosemary Christenson, Minneapolis Public Schools, director of Indian education

Pat Christofferson, Cambridge, Minn.

Ramona De Coteau, North Dakota Education Association

Al Puatskowit, American Indian & Cultural Education Board, Shawano, Wis.

Sara Roberson, Minneapolis

Barbara Shin, Olson Elementary School, assistant principal, Minneapolis

Jerry Staples, Minnesota Indian Education Association, president

Steve R. Weber, Onamia, Minn.

School Visits

Anderson Middle School

Heart of the Earth Alternative School

Olson Elementary School

Washington, D.C.

Participants

James Barge, Florida Department of Education, director of special programs, Tallahassee, Florida

Beverly L. Corelle, Maryland State Teachers Association, president

Ronald D. Eden, U.S. Dept. of the Interior, Bureau of Indian Affairs, acting deputy to the assistant secretary/director

John Forkenbrock, Action Incorporated, Washington, D.C.

Loretta Hunt, North Carolina Association of Educators

Hakim Khan, U.S. Dept. of Education, Indian Education Program, Washington, D.C.

Allen Lovesee, representing U.S. Rep. Dale Kilder (D-Mich.)

Gwen Shunatona, Title IV Center I, Washington, D.C.

Harriett Skye, Native American Science Education Association, Washington, D.C.

Rose Robinson, Phelps Stokes Fund, Washington, D.C.

Craig Vanderwagen, Indian Health Services, Rockville, Md.

Suzanne Weryachwe, National Indian Education Association, president, Minneapolis

Lincoln White, National Advisory Council, executive director, Washington, D.C.

Phoenix/Tempe, Arizona

Participants

Dan Little Axe, Absentee Shawnee Tribe of Oklahoma, governor

Virginia H. Bailey, Window Rock Elementary School, teacher

Benjamin Barney, Rock Point Community School, director

Rosemary Blanchard, Navajo Division of Education, acting director, Window Rock, Ariz.

Ben Chavis, Coolidge Unified School District, Indian education program, Coolidge, Ariz.

Jeff Frazier, Chickasaw Nation, Ada, Okla.

Kirk Hansen, Kino Junior High School, principal

Shirley Hendricks, Title IV Center IV, Tempe

Jan Jacobs, Phoenix Indian Center, Phoenix

Martin Johnson, Arizona Bordertown Indian Education Committee, Flagstaff, Ariz.

Sergio Maldonado, Central Arizona Indian Education Consortium

Joanne Paine for the California Teachers Association

Theresa Price, Mesa Public Schools Indian Education Program, Central Arizona Indian Education Consortium

John Redhouse and John Tippeconnic, Center for Indian Education, Tempe

Octaviana Salazar, Tucson Unified School District, Native American Studies, assistant director of instruction, Tucson

Katie Stevens, Arizona Department of Education, Indian education unit, Phoenix

Joan Timeche, Hopi Tribe, Oraibi

Clarissa Ware-Shaw, Sac and Fox Tribe, 2d Chief, Stroud, Okla.

School Visits

Salt River Headstart

Salt River Vista

Anchorage, Alaska

Participants

Kathy Dahl, Alaska Pacific University, Alaska Native Institute, Anchorage

Darlene Heckler, teacher

Sandra LaFramboise representing the California Teachers Association

Carol Minugh, Resource and Evaluation Center III, Seattle, Wash.

Lavonne M. Lobert-Edmo, Salem/Keizer Schools, student resource specialist, Title IV, Indian Education Program

David Rosenthal, Alaska, teacher

Buffalo, New York

Participants

Lloyd Elm, Native American Center 19, principal, Buffalo

Gloria Gordon, Seneca Nation of Indians, acting education director, Irving, N.Y.

Robert Hoag, Seneca Nation of Indians, president, Irving, N.Y.

Ron LaFrance, Cornell University, American Indian program, Ithaca, N.Y.

Julian Macy, Hamburg, N.Y.

Marlene Martin, Native American Center 19, Buffalo

Joyce Pempleton, Native American Center 19, Buffalo

Lana Rozler, Seneca Nation of Indians, Irving, N.Y.

School Visted

Native American Magnet School Number 19

Written Testimony

Willard E. Bill, Office of the Superintendent of Public Instruction, Supervisor of Indian Education, Olympia, Wash.

Frank B. Brouillet, Superintendent of Public Instruction, Olympia, Wash.

Larry W. Chunovich, Michigan Education Association, president

Beverly L. Corelle, Maryland State Teachers Association, president

William G. Demmert, Jr., University of Alaska, School of Education and Liberal Arts, dean

John M. Folks, Oklahoma State Department of Education, State Superintendent of Public Instruction, Indian Education Section

Roger A. Jourdain, Red Lake Band of Chippewa Indians, chair, to Task Force on School Dropouts, Red Lake, Minn.

Betty Oxendine Mangum, North Carolina State Department of Public Instruction, Division of Indian Education, director

Helen M. Scheirbeck, Save the Children Federation, American Indian Nations program, director, Westport, Conn.

Notes:

nea

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1201 Sixteenth Street, N.W.
Washington, D.C. 20036

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REPORT OF THE

ASIAN AND PACIFIC ISLANDER CONCERNS

STUDY COMMITTEE

Robert F. Chase, Chair
Minnie Bumatay
Sue Y. Hovey
Robert J. Johan
Jim Lewis
Kathy Yen

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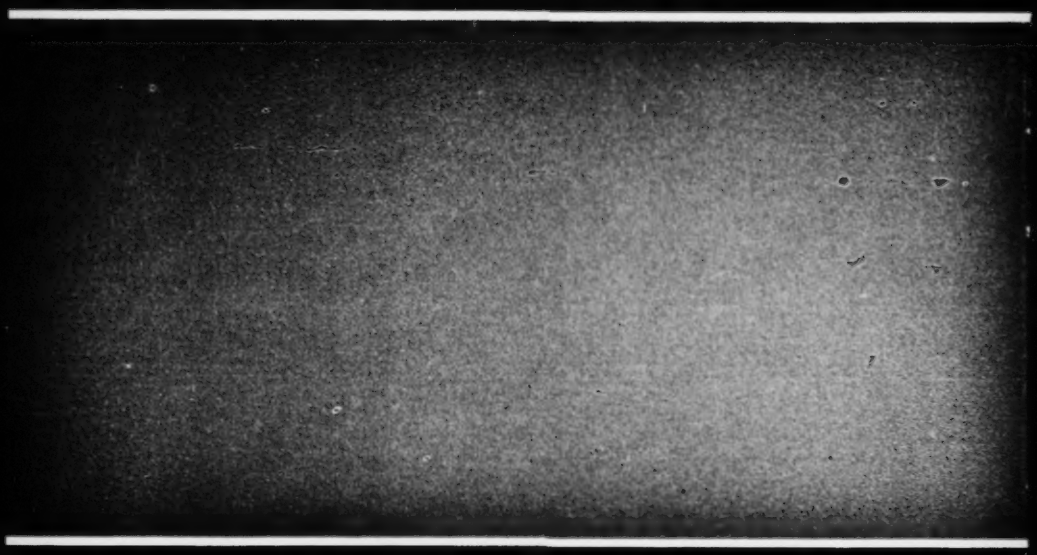

For additional copies of this report please contact

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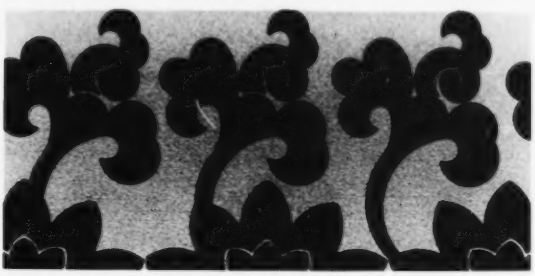
ASIAN AND PACIFIC ISLANDER CONCERNS STUDY COMMITTEE REPORT



Preface

Congratulations to the Asian and Pacific Islander Concerns Study Committee for your efforts on behalf of our nation's children. For providing National Education Association members with insights and recommendations for action—recommendations that have been adopted by the NEA Board of Directors—you have our thanks.

It was back in 1972 that NEA first began working "to bring together the needs and concerns of the diverse Asian groups and to provide an equal opportunity for all Asians."[1] By holding hearings all across the country, the Association sought to combat the inequities that impinged upon the education, acculturation, dignity, and survival of Asian and Pacific Islanders.

At that time, men and women in the Asian and Pacific Islander communities—while terming NEA's effort "well-meaning"—were less than enthusiastic. They said they had no reason to trust NEA "when in the past [it] had done nothing." But the 1972 study group would not be thwarted. It sought and established school visits, conducted hearings, and collected valuable information that was reported to the 1973 NEA Representative Assembly.

This 1973 report served as a basis for Association programs and activities in a variety of areas, and, as a result, circumstances have improved somewhat for Asians and Pacific Islanders. But much remains to be accomplished, and, in 1986, NEA established an Asian and Pacific Islander Concerns Study Committee to look into the current situation and report out its findings.

The report of this Study Committee focuses on the many different problems experienced by Asians and Pacific Islanders—problems that range from violence, scapegoating, and bigotry to intra- and intergroup conflicts. The language deficiencies of Asians and Pacific Islanders and the inadequate job and promotional opportunities open to them, the myth of the model minority, the burgeoning Asian and Pacific Islander populations, and the dwindling numbers of Asian and Pacific Islander educators: these are only some of the problems identified in this report by Asian and Pacific Islander communities and their leaders, and by students, educators, and National Education Association leaders.

This Study Committee report is a product of positive and enthusiastic cooperation from Asian and Pacific Islander groups and individuals, a stark contrast to NEA's 1972 experience. The findings of this report will serve as a foundation for current and future action by NEA and other interested organizations throughout the United States. The enactment of the Study Committee's recommendations into programs and activities will benefit Asians and Pacific Islanders in particular, and all peoples in general: "We are enriched, indeed, by one another."[2]

A special recognition should go to those who took a direct hand in developing and completing this report. We acknowledge the members of the NEA Executive Committee, the Board of Directors, the Minority Affairs Committee, the Asian/Pacific Islander Caucus, and the staff of the Communications and Human and Civil Rights units. Thanks also to the state and local Association leaders who helped organize the hearings and school visits.

Our sincere appreciation to the Hawaii State Teachers Association, the California Teachers Association, the San Francisco Classroom Teachers Association, the Texas State Teachers Association, the Houston Teachers Association, the Illinois Education Association, the Downers Grove (Ill.) Education Association, the Glenview (Ill.) Education Association, and the Chicago school district.

Finally, thanks to all the organizations and individuals who testified or took time to submit their thoughts in writing to the Study Committee. This report would not have been completed without their help.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

Over the past months, the members of the Asian and Pacific Islander Study Committee have had the unique opportunity to study, learn, laugh, and anguish with the many persons who shared their knowledge and thoughts throughout the testimony they presented.

We heard three eloquent Hawaiian women—in their oral language tradition— express fear and anger over the obfuscation of their culture. We listened to a Cambodian woman proudly describe how she and her community are developing a farm to provide work for refugees from her country. We visited a classroom of ninth and tenth graders who shared with us their anger over the conditions of their school and their hopelessness over their educational future. We saw caring teachers doing their best—without the necessary resources—to help students whose cultures they knew little about. We also saw school settings where environments were happy and cheerful, where staff had been sensitized to cultural differences, and where remarkable progress was being made.

We talked with an Asian teacher in a school system under a desegregation order. She had been denied the opportunity to transfer because she was not white and then, the following year, denied the opportunity again because she was not Black.

We saw examples that strengthened the myth of the "model minority" and others that exploded the myth. We saw administrators who cared and provided—through sheer determination—whatever their staff and students needed. We also saw an administrator who welcomed "Orientals" because their achievements increased his school's test scores—and provided him a bonus. This same man ignored Asian students who resorted to violence because, he explained, violence was the way they had learned to resolve conflict in their native war-torn countries.

Through all these experiences, we have learned more than we ever thought possible. We want to express our gratitude to all who gave, shared, and labored to provide us with such an education. It is our hope that the findings and recommendations of this report will help NEA, our state and local affiliates, and America's education employees provide the opportunities necessary for the children of the "forgotten minority" to achieve their dreams.

Robert F. Chase, Chair
Asian and Pacific Islander Concerns Study Committee
Washington, D.C.
June, 1987

The Study

The Asian and Pacific Islander Concerns Study Committee was established by action of the NEA Executive Committee in October 1986 and the NEA Board of Directors in December 1986. These actions directed that the study group be composed of three Executive Committee members, two Asian and Pacific Islander members of the NEA Board, and the Asian and Pacific Islander Caucus chairperson.

The Study Committee was charged with investigating the status of Asians and Pacific Islanders, developing a report, and submitting its findings and recommendations to the NEA Executive Committee.

The Study Committee addressed, but was not limited by, the following charges:

1. Review and analyze NEA programs that address Asian and Pacific Islander concerns and make appropriate recommendations based upon these concerns.
2. Assess the concerns of Asian and Pacific Islander NEA members.
3. Review and analyze the needs of Asian and Pacific Islander students, families, and school employees.
4. Review and analyze the political and social structure of Asian and Pacific Islander organizations and make appropriate recommendations for future relationships with NEA.
5. Meet with leaders of Asian and Pacific Islander organizations to ascertain the potential level of involvement with NEA.
6. Chart cultural/familial/societal differences among Asian and Pacific Islander students as these differences affect their education, values, and achievement.
7. Create a data bank for:
   a. Books, pamphlets, and other information that address the various Asian and Pacific Islander cultures for the use of teachers.
   b. Programs that have been successful with Asian and Pacific Islander students.
   c. The Asian and Pacific Islander and other community or educational groups that can provide academic counseling for Asian and Pacific Islander students.
8. Examine and recommend ways to encourage youngsters of Asian and Pacific Islander heritage to become teachers.
9. Analyze the effects of the resurgence of violence upon Asian and Pacific Islander students and teachers.
10. Examine the "educational truth" about what segments of the Asian and Pacific Islander community actually aspire to and attempt to achieve higher educational goals.
11. Review NEA and NEA affiliate affirmative action policies and their impact on Asian and Pacific Islander NEA members.
12. Examine ways to maintain and increase the numbers of Asian and Pacific Islander administrators at every level of education.
13. Examine the possible effects of the trade imbalance between Asian countries and the United States on Asian and Pacific Islander students.

NEA President Mary Hatwood Futrell appointed the following NEA members to the Study Committee:

Robert F. Chase, Chairperson; member, NEA Executive Committee (Connecticut)
Sue Y. Hovey, member, NEA Executive Committee (Idaho)
Jim G. Lewis, member, NEA Executive Committee (Kansas)
Robert H. Johan, member, NEA Board of Directors (Illinois)
Kathy Yen, member, NEA Board of Directors (California)
Minnie C. Bumatay, member, Asian and Pacific Island Caucus Chairperson. (Hawaii)

The Study Committee selected five sites for its investigation: Washington, D.C., San Francisco, Honolulu, Houston, and Chicago—all cities with significant Asian and Pacific Islander populations, a diversity of cultures and problems, and ready access to Asian and Pacific Islander organizations and activists. The Study Committee conducted one day of hearings at each site except Washington, D.C., where testimony was heard over two days. School visitations were made at all sites except Washington.

A summary of the hearings and school visitations conducted by the Study Committee appears in the Appendix to this report.

The community groups and individuals invited to appear before the Study Committee responded with gratifying enthusiasm—and awesome expectations. Study Committee requests to visit schools were also well received, and the Committee visited at least three schools in four different hearing sites. State and local NEA affiliates assisted NEA Human and Civil Rights staff in arranging the details necessary for conducting these visits.

Many community and national organizations and individuals were willing to share their time, research, ideas, and concerns with the Study Committee.

An Overview

The Asian and Pacific Islander population is comprised of many different ethnicities and languages (see Appendix for ethnic and major language information). Asian and Pacific Islanders hail from a multitude of cultures and political, religious, and economic backgrounds. The differences among Asian and Pacific Islander groups are exacerbated by the length of time each group has been exposed to Western ways. Differences are widespread between new groups of Asian immigrants—such as the Hmong refugees from the Laotian mountains—and Pacific Islanders from American and trust territories, between native Hawaiians and longtime Americans of Japanese descent. And differences also exist between generations within the same ethnic groups.

In the U.S. context, the different Asian and Pacific Islander groups operate in a common political milieu. All individuals from these groups—no matter how different their cultural groups may be from each other—are identified as Asian or Pacific Islander. Employers tend to perceive Asians and Pacific Islanders as a source of cheap, passive, one-dimensional labor. Many Americans in mainstream society perceive Asians and Pacific Islanders as outsiders who are taking away the benefits that are due "real" Americans. These attitudes tend to make Asians and Pacific Islanders easy targets for hostility in the workplace, in public housing, in small business, and in college admissions. Trade deficits between the U.S. and Asia that affect jobs and job opportunities in America are still another obstacle that makes life difficult for Asians and Pacific Islanders.

Programs designed to help Asians and Pacific Islanders must consider both the differences *and* the similarities among Asian and Pacific Islander people. Those Asians and Pacific Islanders who are American-born and long-term residents of the U.S. may have problems that closely resemble the problems of white youths: teen pregnancy, substance abuse, and unsettled family lives. Immigrant and refugee youths may have problems with language, cultural adjustment, economic survival, and the psychological scars of war.[3]

For many Asian and Pacific Islander immigrants, educational opportunity represents a primary reason for coming to the United States: "A search to improve the lives of their children has motivated many families to give up everything they have in their homelands."[4]

"Ironically, this attitude can, and does, impose pressures on many students who feel unable to live up to their parents' and communities' expectations. Both American-born and immigrant children are affected by this. If they do not fit into the mythical model student stereotypes, teachers become outraged and frustrated; the students feel unworthy and confused and think that they are not doing something right. Not all Asian Pacific American children are going to fare well in mathematics; some may be able to do well in debate and writing."[5] Some Asian and Pacific Islander students have to overcome language, emotional, and cultural problems before they can be successful in any school endeavor. As with all children, teachers, counselors, and administrators must be sensitive to the differences in the needs, skills, and abilities among Asian and Pacific Islander American school children.

Approaches to education can also vary widely between different Asian and Pacific Islander groups: "Among Pacific Islanders, the competitive nature of western education is frowned upon. Among traditional Asian cultures, parents encourage males more than females to obtain higher education degrees. For both groups, tradition holds that women should expend their efforts on the family and in the home."[6]

Islanders from the Pacific value their traditional lifestyles and decision-making apparatus—so much so that they work hard to inculcate these traditions into their children's educational development and school programs. Asians transported to the United States, on the other hand, strive to compete with students from different cultures, just as most Americans do, believing that schools should teach what their children need to know to succeed academically. Cultural styles and the like, they believe, are to be taught and developed at home.

Students from both Asian countries and Pacific islands increasingly find themselves the victims of violence and other acts of hostility: "Many of these incidents have occurred on or around school grounds, between students. The animosity in some cases stems from racial causes, in others from economic reasons, and often from a combination of both."[7]

"Low-income families fighting for the same small slice of the American pie perceive Asian [and Pacific Islander] immigrants and [Asian] refugees as taking away those benefits from them. Anger and frustration are directed at the 'usurpers' rather than at the source, that is, the people and institutions that decide how small the slice will be."[8]

To be effective, support systems for Asian and Pacific Islander students need to offer approaches that recognize the differences between Asian and Pacific Islander groups—and the impact of racism on all Asians and Pacific Islanders.

Findings

Asians and Pacific Islanders "are a minority of convenience," noted one of the individuals testifying before the NEA Study Committee.[9] That perspective was emphasized again and again as the Committee heard from over 50 witnesses and visited 14 schools. Asians and Pacific Islanders are, in fact, "the forgotten minority."[10] In many instances, the treatment of Asians and Pacific Islanders "borders on neglect."[11] The "good mouthing" of Asian and Pacific Islander Americans, immigrants, and refugees "has been so effective and so successful that today, after about 25 years of falsely portraying Asians [and Pacific Islanders] as successful members of a so-called 'model minority,' too many people—both white and Black—believe that [they] have no real problems."[12]

The NEA Study Committee found just the opposite to be true. Asians and Pacific Islanders face many problems, and they shared those problems with the Study Committee. The findings that follow, the Committee deeply hopes, capture the anxieties, concerns, and aspirations that Asians and Pacific Islanders expressed so eloquently during the Committee's hearings and school visits.

Students

1. Many Asian and Pacific Islander students are not receiving an equitable education in a positive, safe environment.
2. Contrary to commonly held perceptions, Asian and Pacific Islander students—both foreign and native-born—are experiencing identity crises that may lead students to drop out of school or, even more tragically, to commit suicide or, in some cases, homicide.
3. There is a need to clarify the literacy difference between the first and second waves of Asian and Pacific Islander immigrants and refugees.
4. Asian and Pacific Islander students are not consulted when they are placed in bilingual or limited English proficiency (LEP) programs.
5. Exceptional LEP students need psychological evaluation support services.
6. There are not enough certified bilingual school psychologists to help exceptional Asian and Pacific Islander students.
7. There are not enough bilingual instructional materials for Asian and Pacific Islander students and their teachers.
8. Many language deficient students are not given appropriate language proficiency tests or, if they need special help, are not placed in locally determined transitional programs of instruction (TPI).
9. Some Asian and Pacific Islander students are mistakenly placed in special education programs while others are denied special education assistance because of language deficiencies.
10. Immigrant and refugee students need bilingual and ESL instruction in all subject matter courses, including English.
11. The needs of students who are prematurely removed from bilingual programs are not met in a regular school setting.
12. Many Asian and Pacific Islander students are placed at incorrect grade levels that reflect only their chronological age, not their academic development.
13. Many Asian and Pacific Islander students are pressured to seek academic excellence or risk "losing face" and family integrity.
14. Many Asian and Pacific Islander students are afraid to consider a teaching career because of their perceived language difficulties.
15. The emotional needs of Asian and Pacific Islander students are not being met.
16. Asian and Pacific Islander students and staff are isolated within their school settings.

17. Statistical data on the number of Asian and Pacific Islander students who drop out of school are insufficient.
18. Some students within the Asian and Pacific Islander ethnic category are actively recruited by organized crime.

Curriculum and Instruction

1. The education reform movement is limiting the ability of schools to respond to the needs of some Asian and Pacific Islander students.
2. There is a need to do appropriate research and provide clear information on the concepts of bilingual education, ESL, and LEP programs.
3. Students from preliterate societies need more appropriate curriculum materials and methods of instruction.
4. The written and oral structure of some Asian and Pacific Islander languages makes instruction and material selection difficult.
5. Many Asian and Pacific Islander languages are not based on the traditional English alphabet.
6. Instruction in Asian and Pacific Islander languages is seldom offered for credit in schools, colleges, and universities.
7. There is little data collected or information disseminated on the bilingual, English-as-a-second-language (ESL), and other language approaches used with Asians and Pacific Islanders.
8. Many districts do not provide adequate bilingual and ESL programs.
9. Bilingual teacher education programs focus on the elementary and not the secondary grades.
10. Educators tend not to recognize the various levels of motor skill development readiness in very young Asian and Pacific Islander students.
11. Asian and Pacific Islander teachers tend to be hired on "soft money," not on permanent budget line items.
12. Bilingual Asian and Pacific Islander students who need special education support are often neglected because of incomplete or incorrect diagnosis and follow-up.
13. There are not enough age-appropriate materials for nonreaders and non-English-speaking readers.
14. Qualified bilingual and ESL personnel are being underutilized.
15. Educators are not sharing effective educational programs and material for Asian and Pacific Islander students.
16. ESL and bilingual education programs are often forced to compete for personnel and resources.
17. The failure to provide effective ESL/bilingual programs has increased the probability of higher school dropout rates among Asian and Pacific Islander students.
18. Large class sizes limit the opportunity for success among non-English-speaking students.
19. Adequate educational opportunities for non-English-speaking adults are often not available.
20. Assessment instruments for the appropriate placement of Asian and Pacific Islander students are often not available.
21. The recently revised entrance standards of some institutions of higher education appear to deny access to the number of Asian and Pacific Islander students who would otherwise qualify.
22. Many multicultural programs are often not integrated into the general curriculum.
23. Many textbooks reflect cultural bias.
24. Schools of education produce neither enough qualified bilingual teachers nor sufficient resources for bilingual and ESL programs.

25. Some higher education institutions are not committed to recruiting Asian and Pacific Islander students for teacher education.
26. Vocational education courses and equipment are often antiquated and do not prepare students for today's highly technical world.
27. Asians and Pacific Islanders are either not included or not portrayed correctly in curriculum materials.
28. School personnel often don't encourage Asians and Pacific Islanders to participate in nonmath and nonscience areas.
29. Many Asian and Pacific Islander parents perceive that there is a need for more discipline in schools and that discipline should be taught as a part of the school curriculum.
30. NEA and its affiliates have not adequately addressed the needs of Asian and Pacific Islander students relative to curriculum and instruction.

Teachers/School Personnel

1. Most school personnel lack an understanding of Asian and Pacific Islander people, their culture, and their traditions.
2. Many schools with a significant number of Asian and Pacific Islander students do not have Asian and Pacific Islander educational personnel who could serve as positive role models.
3. There is a lack of staff preservice and in-service training in intergroup relations in general and in Asian and Pacific Islander cultures in particular.
4. School administrators cover up many racial incidents reported by teachers.
5. When Asian and Pacific Islander students break school rules, they often receive more severe discipline than other students.
6. School personnel often treat Asian and Pacific Islander students as if they were inferior.
7. Because of ignorance or faulty recordkeeping, many Asians and Pacific Islanders are incorrectly identified.
8. Teachers in bilingual programs have higher burnout rates than other teachers.
9. High—and low—concentrations of Asian and Pacific Islander students create program delivery problems.
10. Most states are inadequately prepared to address their rapidly growing numbers of Asian and Pacific Islander residents.
11. Job security, more information, and better salaries are essential to attracting Asian and Pacific Islanders into the teaching profession.
12. Neither school districts nor NEA and its affiliates do a very good job of actively recruiting Asian and Pacific Islander educators for school or Association positions.

Parents/Family/Community

1. Parents do not encourage Asian and Pacific Islander students to participate in extracurricular activities.
2. Asian and Pacific Islander citizens lack a political power base in many communities.
3. Many Asians and Pacific Islanders do not strive for, or attain, policy-making positions.
4. Indochinese refugees do not have a high trust level for schools, which they view as an extension of the "government." Opposition to oppressive governments has driven many of these refugees to the U.S.
5. Asian and Pacific Islander immigrants don't understand how school systems function.

6. Economic, geographic, and language barriers isolate many Asian and Pacific Islander communities.
7. Language and cultural barriers prevent many Asian and Pacific Islander parents from becoming involved in their children's school activities.
8. Asians and Pacific Islanders lack access to an integrated network of people, groups, and organizations that represent their interests.
9. The problems of latchkey children are growing concerns within the Asian and Pacific Islander community.
10. Non-English-speaking parents and their English-speaking children are becoming alienated from one another as children become more and more Americanized.
11. Asian and Pacific Islander parents do not encourage their children to become teachers because the profession lacks prestige and financial rewards.
12. Many Asian and Pacific Islander refugee children have been separated from their families and forced to live in nontraditional arrangements, in some cases even living alone. Their living arrangements create cramped housing and a lack of privacy for the children.
13. Generally, NEA and its affiliates do not reach out to the Asian and Pacific Islander community and education personnel.

Employment

1. There aren't enough Asian and Pacific Islander teachers and administrators.
2. Asians and Pacific Islanders have not been primary beneficiaries of affirmative action.
3. Asians and Pacific Islanders tend to be directed toward jobs in the math and science fields.
4. Rarely do Asians and Pacific Islanders rise above middle-management-level jobs in business, industry, education, and unions.
5. Qualified immigrants have inadequate job opportunities.
6. Many Asian and Pacific Islander students experience summer and part-time job discrimination because of their ethnicity and physical features.
7. When Asians and Pacific Islanders compete for jobs, stereotyping often prevents their hiring. And even when they are successful, they are often placed in positions that do not reflect their qualifications.
8. Equal employment opportunity regulations are not being enforced.
9. Although inroads have been made, Asians and Pacific Islanders have not been affirmatively sought, hired, or promoted for positions in the Association.
10. There aren't enough Asian and Pacific Islander educational employees in U.S. and territorial schools.
11. Job appeal, preparation, incentives, security, and salary are critical criteria for attracting Asians and Pacific Islanders into teaching.

Cultural Sensitivity/Differences

1. Asians and Pacific Islanders are often viewed and used as the "minority of convenience."
2. Asians and Pacific Islanders are often not perceived as minorities.
3. Foreign- and native-born Asians and Pacific Islanders create barriers among themselves that lead to negative relationships and the creation of caste systems that are detrimental to their cultural survival and blending.
4. Many Asians and Pacific Islanders lack assertive verbal and writing skills.

5. Myths—such as the perception that the U.S. trade deficit is caused by Asians and Pacific Islanders, that the Asian and Pacific Islander high family average income means that they are all "well-to-do," that the Asian and Pacific Islander "hard work" ethic keeps others from employment—contribute to the view that Asians and Pacific Islanders are an economic threat to all other groups.
6. There has been an increase in anti-Asian violence in the United States.
7. There is a tendency for school employees to reinforce stereotypical behavior of Asian and Pacific Islander students and to incorrectly interpret such behavior as evidence of an understanding of the subject being discussed.
8. "Good mouthing" of Asians and Pacific Islanders continues to perpetuate and promulgate both the "model minority" myth and discrimination.
9. The diverse English accents of Asians and Pacific Islanders often create language barriers.
10. Although Asian and Pacific Islander Heritage Week is publicized by NEA and its affiliates, any recognition of the contributions made by Asians and Pacific Islanders is minimal.
11. Some ethnic groups within the Asian and Pacific Islander category want to be separately identified and want to establish their own ethnic observance/heritage week activities.
12. Hawaiians consider themselves to be Native Americans.
13. Some Asian and Pacific Islander Americans have been mistreated and displaced by their own government.

Collaboration/Coalition Building

1. The Association does not reach out to many Asian and Pacific Islander community and cultural organizations.
2. Association leaders do not participate in many Asian and Pacific Islander group activities.
3. NEA is not working actively with Asian and Pacific Islander groups that are attempting to establish a permanent Asian and Pacific Islander Heritage Week.
4. Only a few local NEA affiliates reach out and attempt to organize ethnic minority education employees.

Legislation

1. Regulations implementing the Simpson/Mazzoli Act create barriers for Asians and Pacific Islanders who want to obtain citizenship.
2. Immigration quotas are restrictive and prevent the relocation and unification of many Asian and Pacific Islander families.
3. "English Only" legislation and referenda are of concern to Asians and Pacific Islanders and a threat to all minority cultures.
4. Japanese-Americans are seeking reparations from the U.S. government.

Leadership Training

1. Asians and Pacific Islanders lack leadership training opportunities within the Association.
2. There is a lack of trained teachers in American and Trust territories.
3. Asian and Pacific Islander leaders and trainees get no encouragement or opportunities to use NEA Minority Leadership Training Program-developed skills at the local level.

4. There is a lack of effort on the part of some Association leaders and staff to increase the participation of Asian and Pacific Islander members in determining and implementing Association programs.
5. 3-1-(g) visitations are viewed as significant because they enhance minority participation and focus Association efforts on minority issues.
6. Asian and Pacific Islander Association members do not see the results of Association advocacy for minority concerns.
7. Local Associations, especially in urban areas, are not reaching out and training Asian and Pacific Islander education employees.

Recommendations

These recommendations from the Asian and Pacific Islander Concerns Study Committee have been adopted by the NEA Board of Directors.

Asian and Pacific Islander Students

1. NEA and its affiliates will work to ensure that Asian and Pacific Islander students receive an equitable education in a positive and safe environment.
2. NEA and its affiliates will work to establish fair and consistent discipline procedures for Asian and Pacific Islander students.
3. NEA and its affiliates will assist local districts in developing programs to promote student understanding of different attitudes and cultures.
4. NEA will investigate the alleged practices of some universities that place restrictive maximum quotas on the enrollment of Asian and Pacific Islander students. This investigation will include—but not be limited to—the discriminatory weighting of enrollment factors designed to restrict the enrollment of Asian and Pacific Islander students.
5. NEA will communicate the importance of seeking applications for grants from the NEA-funded dropout prevention program, Operation Rescue, to locals with concentrations of Asian and Pacific Islander students.
6. NEA will identify and promote programs designed to enhance the concepts of self-worth and positive self-image of Asian and Pacific Islander students.
7. NEA will work with Asian and Pacific Islander groups to develop and promote a positive relationship between business and Asian and Pacific Islander youth, including programs to develop partnerships in employment.

Curriculum and Instruction

1. NEA and its affiliates will work to establish teacher and counselor preservice and in-service or staff development programs that include courses in Asian and Pacific Islander cultures, values, learning styles, achievement differences, stereotypes, and physical differences.
2. NEA and its affiliates will seek to implement compensated after-school study programs.
3. NEA will continue to support the concept of magnet schools only if the magnet schools are determined not to direct materials and resources from other schools.
4. NEA will initiate an empirical study to secure research data on the efficacy of bilingual, ESL, immersion, submersion, and other programs for students with limited English proficiency. NEA will develop a handbook that defines these programs and provides suggested guidelines to affiliates for their use. Such information will be disseminated through regular NEA publications and through an NEA-provided handbook.
5. NEA will promote the use of native language assessment surveys and other effective methods of diagnosis and placement for Asian and Pacific Islander immigrants and refugees.
6. NEA and its affiliates will work to modernize vocational education curricula and equipment.
7. NEA and its affiliates will work to increase the availability of ESL classes in adult education programs. These shall be provided during all hours of the week, with course listings available in all languages spoken in the communities.

8. NEA and its affiliates will work toward mandating foreign language training for students in grades K-12. Asian and Pacific Islander languages should be among the languages offered.
9. NEA will investigate and evaluate the use of "peer tutors" for non-English speaking students.
10. NEA and its affiliates will work with school boards to establish fair exit exam criteria for bilingual/ESL programs. The criteria should ensure mastery of written and verbal language skills.
11. NEA and its affiliates will develop programs aimed at providing instruction for non-English-speaking students who are more than two grade levels behind their age group. This will help prevent chronological placements, which inappropriately foster academic failures.
12. NEA will work with the producers of educational materials to ensure the materials contain significant and appropriate treatment of the historical contributions of Asians and Pacific Islanders.
13. NEA and its state affiliates will encourage school districts to develop programs and courses designed to help Asian and Pacific Islander students write resumes, do well in job interviews, take tests, and develop verbal and writing skills.
14. NEA and its state and local affiliates will lobby school boards to ensure that "intake" personnel receive proper diagnostic training for Asian and Pacific Islander students and to provide them with appropriate follow-up services.
15. NEA and its affiliates will continue to work toward the restructuring of the school program to meet individual student needs.
16. NEA will continue to impress upon the Carnegie and Holmes groups that involving minorities in teaching is an imperative part of the education reform movement.
17. NEA will produce and distribute a culturally correct guide on each major subgroup within the Asian and Pacific Islander community. These guides shall feature information on different cultures and their effect upon learning and family expectations, as well as sources for more information.
18. NEA will continue to promote the development of testing materials that are not culturally biased.
19. NEA and its affiliates will help local affiliates secure contract language/board policies that use teacher aides appropriately with students in bilingual programs and prohibit the assignment of teachers to noncrucial clerical duties.
20. NEA will work with other groups to develop a clearinghouse and resource center on Asians and Pacific Islanders. This center will facilitate the gathering and dissemination of information on curricula, culture, methods of managing and resolving conflict, anti-Asian violence, and other appropriate topics. This pilot program shall be initiated by NEA. It will develop or secure culturally sensitive references and materials for use by students and staff members. NEA will explore the feasibility of cooperating with the NEA-created National Foundation for the Improvement of Education and other groups in funding these activities.

Teachers/School Personnel

1. NEA and its affiliates will work with educational institutions to develop recruitment procedures that encourage Asians and Pacific Islanders to enter the teaching profession. Suggested efforts might include scholarships, forgiveness loans, encouraging paraprofessionals to become teachers, mentorships, internships, career days for students, and affirmative action plans.

2. NEA will identify successful models used to recruit Asian and Pacific Islander students into teacher education. This information will be disseminated to state and local affiliates.
3. NEA and its affiliates will educate its members to be sensitive to the cultural difficulties that Asians and Pacific Islanders experience when they need therapeutic health care and ancillary services.
4. NEA will work through the National Council on Accreditation of Teacher Education to urge teacher preparation programs to provide appropriate cultural sensitivity and teaching strategy awareness for ethnic minority students.

Parents/Family/Community

1. NEA and its affiliates will encourage Asians and Pacific Islanders to become more involved in the political process.
2. NEA and its affiliates will develop bilingual and orientation materials for parents of non-English speaking students. Such materials will include information about school policies and goals as well as school and community services.
3. NEA and its affiliates will work with community and school counseling organizations to develop programs that will prevent Asian and Pacific Islander student involvement with gangs.
4. NEA, in conjunction with the appropriate groups, will develop and make available to its affiliates a training package on parenting and parental involvement in student education and the total school environment. This training package will reflect appropriate cultural sensitivity for all minority groups.
5. NEA will encourage its affiliates to seek and assist Asian and Pacific Islander political candidates, with an important emphasis on elective school board positions.

Employment

1. NEA and its affiliates will actively recruit and promote Asians and Pacific Islanders into executive, managerial, and other staff positions. The NEA headquarters shall be the model for this affirmative action effort.
2. NEA will work with state and local Associations to help school boards better recruit Asian and Pacific Islander teachers.
3. NEA and its affiliates will work with potential Asian and Pacific Islander educators to ensure that they have an equitable chance of meeting certification requirements.
4. NEA and its affiliates will lobby the appropriate groups to increase the number of Asian and Pacific Islander women selected for administrative positions in education.
5. NEA and its affiliates will seek to promote clubs for future teachers, with special emphasis on recruiting Asian and Pacific Islander students.

Cultural Sensitivity/Differences

1. NEA will properly recognize Asians and Pacific Islanders in its publications, governance meetings, and other Association events.
2. NEA will make every effort to discuss Asian and Pacific Islander issues in NEA publications.
3. NEA and its state affiliates will work toward a greater understanding and acceptance of Asians and Pacific Islanders as minorities.
4. NEA will continue to promote the establishment of Human and Civil Rights departments and programs within the state affiliate structure.
5. NEA will work with the Census Bureau to collect data on the breakdown of Asian and Pacific Islander ethnic categories.

Collaboration/Coalition Building

1. NEA will investigate and clarify the categorization of the different Asian and Pacific Islander groups. The results of this investigation will be brought to the NEA Executive Committee for action.
2. NEA will encourage state affiliate leaders to participate in activities sponsored by Asian and Pacific Islander groups.
3. NEA will work to identify and promote pro-education Asian and Pacific Islander political candidates.
4. NEA will encourage its affiliates to include Asian and Pacific Islander speakers and presenters at conferences, training sessions, and the NEA Representative Assembly.
5. NEA will invite Asian and Pacific Islander leaders to participate in appropriate NEA efforts.
6. NEA will communicate with the appropriate organizations (such as the Council of Chief State School Officers and the American Association of Colleges for Teacher Education) about the needs, programs available, and challenges facing public schools in educating Asian and Pacific Islander students.
7. NEA will sponsor a conference on Asians and Pacific Islanders for the purpose of establishing an independent national network of Asian and Pacific Islander organizations and individuals. NEA's costs will be limited to the use of the NEA building, staff time, and mailings. Sponsorship of the conference will be a joint effort with appropriate organizations.
8. NEA will continue to monitor Asian and Pacific Islander concerns.
9. Where appropriate, NEA and its affiliates will lobby for the creation of a governmental special assistant on Asian and Pacific Islander Affairs.
10. NEA will expand its efforts to work with Asian and Pacific Islander community and cultural organizations.

Legislation

1. NEA will examine and evaluate the United States Code pertaining to the Simpson/Mazzoli Act and then lobby Congress and the Immigration and Naturalization Service to make appropriate changes.
2. NEA will continue to lobby for appropriate funding for categorical programs.
3. NEA and its affiliates will work with appropriate groups to promote the establishment of a permanent Asian and Pacific American Heritage Week.
4. NEA will lobby for federal programs that provide vocational education training for Asian and Pacific Islander natives and refugees through repayable grants or loans.

Leadership Training

1. NEA will develop a training program that makes all members and leaders aware of the needs of Asians and Pacific Islanders. The program should be made a part of a unit in the Association's Minority Leadership Training Program (MLTP).
2. NEA and its affiliates will increase the number of Asians and Pacific Islanders in national, regional, and state training activities. NEA, in conjunction with its affiliates, will provide a specific Minority Leadership Training Program for Asian and Pacific Islander members.
3. NEA will provide its board members with training programs that will:
   a. promote sensitivity to ethnic minority concerns.
   b. increase knowledge about ethnic minority issues.
   c. establish networks between ethnic minority and nonethnic minority leaders.

NEA will encourage its state affiliates to also provide these training opportunities.

4. NEA will provide multicultural training for all Association members, leaders, and staff through the Human and Civil Rights unit. The MLTP program would be made available through the same unit.
5. NEA will continue to work with community organizations to ensure that leadership training opportunities are made available to interested Asian and Pacific Islanders.

Conclusion

The Study Committee's recommendations are a first step toward improving the education and quality of life of Asians and Pacific Islanders. NEA is committed to act on and implement these recommendations.

Footnotes

[1] National Education Association. "An Interim Report By The National Education Association Asian American Task Force." Washington, D.C.: NEA, 1973, p. 1.

[2] Waihee, Governor John, "Hawaiian Harmony Urged For All." *Honolulu Star-Bulletin*, February 17, 1987. Section 1, p. 2.

[3] Wong, Diane Yen-Mei. "Written Testimony of Asian Women United of California." Testimony presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Washington, D.C. March 9, 1987, p. 2.

[4] *Ibid.*

[5] *Ibid.*

[6] *Ibid.*

[7] *Ibid.*, p. 6.

[8] *Ibid.*, p. 7.

[9] Joe, Glenda Kay. Testimony and comments of the Council of Asian and American Organizations presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Houston, Texas, March 17, 1987.

[10] Wakabayashi, Ron. Testimony and comments of the Japanese American Citizens League presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, San Francisco, California, March 15, 1987.

[11] Tso, Jim C. Testimony and comments of the Organization of Chinese Americans, Inc., presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Washington, D.C. March 9, 1987.

[12] Inocencio, Dr. E. Bing. Testimony and comments of the Asian American National Network of Information and Employment presented to the NEA Special Study Committee on Asian and Pacific Islander Concerns, Washington, D.C. March 10, 1987.

Bibliography

Inocencio, E. Bing. Testimony and comments of the Asian American National Network of Information and Employment presented to the NEA Special Committee on Asian and Pacific Islander Concerns, Washington, D.C., March 10, 1987.

Joe, Glenda Kay. Testimony and comments of the Council of Asian and American Organizations presented to the NEA Special Committee on Asian and Pacific Islander Concerns, Houston, Texas, March 17, 1987.

National Education Association. "An Interim Report By The National Education Association Asian American Task Force." Washington, D.C.: NEA, 1973. (Unpublished report)

Tso, Jim C. Testimony and comments of the Organization of Chinese Americans, Inc., presented to the NEA Special Committee on Asian and Pacific Islander Concerns, Washington, D.C., March 9, 1987.

Waihee, John. "Hawaiian Harmony Urged For All." *Honolulu Star-Bulletin*, February 17, 1987.

Wakabayashi, Ron. Testimony and comments of the Japanese American Citizens League presented to the NEA Special committee on Asian and Pacific Islander Concerns, San Francisco, California, March 15, 1987.

Wong, Diane Yen-Mei. Written Testimony of Asian Women United of California presented to the NEA Special committee on Asian and Pacific Islander Concerns, Washington, D.C., March 9, 1987.

Appendix

Study Sites

Washington, D.C.	March 9-10, 1987*
Honolulu, Hawaii	March 12-13, 1987
San Francisco, California	March 15-16, 1987*
Houston, Texas	March 17-19, 1987
Chicago, Illinois	March 30-31, 1987

*Hearings conducted on both days.

Washington, D.C.

Participants

W. Chen, librarian, Wareham Intermediate School, Boston, Mass. (written testimony)

Beverly Corelle, president, Maryland State Teachers Association (written testimony)

Nancy Finkelstein, president, Massachusetts Teachers Association (written testimony)

My Lan Harrington, refugee community worker, Middleboro, Mass. (written testimony)

Jayjia Hsia, senior research scientist, Educational Testing Service, Princeton, N.J.

Bing Inocencio, president/founder, Asian American National Network on Information and Employment, Takoma Park, Md.

U.S. Sen. Daniel K. Inouye (D-Hawaii) (written testimony)

Susie Jablinske, Association leader, Annapolis, Md.

Jeanette Kwok, past president, National Association of Asian Pacific American Education, Fairfax, Va.

Juanita Tamayo Lott, president, Tamayo Lott Associates, Silver Spring, Md.

U.S. Rep. Robert Matsui (D-Calif.) (written testimony)

Xe Nguyen, president, Vietnamese Parents Association, Arlington, Va.

Ronald Seguin, program coordinator, Indochinese Community Center

Rawlein Soberano, president, Asian Pacific American Civil Rights Alliance, Rockville, Md. (written testimony)

U.S. Rep. Fofo Sunia (Am. Samoa)

Darwin Tobing, president, Indonesian American League, Wheaton, Md.

Huong Mai Tran, chair, National Association for Vietnamese American Educators, Potomac, Md.

Jim Tso, president, Organization of Chinese Americans, Washington, D.C.

Rev. Man-King Tso, senior pastor, Chinese Community Church, Washington, D.C.

Grace Uyehara, executive director, Legislative Education Committee, Japanese American Citizen's League, Washington, D.C.

Ruth Wong, president, National Asian Pacific American Heritage Council, Alexandria, Va.

Ron Woo, assistant director, Office of Equal Opportunity, New York City Board of Education.

J. John Wycliffe, national secretary, Asian Indian American Forum for Political Education, Hyattsville, Md. (written testimony)

Chanly Yin, president, National Association of Cambodian Youth, Arlington, Va.

Honolulu, Hawaii

Participants

Earl Arruda, president, Hawaii State Teachers Association Board of Directors

Minnie Bumatay, chair, NEA Asian and Pacific Islander Caucus (written testimony)

Virginia Chattergy, Education for Asian Pacific Islanders, associate professor, College of Education, University of Hawaii, Manoa

Michael Kioni Dudley, teacher, Nanakuli High and Intermediate School, Nanakuli (written testimony)

Diane Kahanu, Ho'oipo DeCambria, Puanani Burgess, Nona Teves, Isabel Hacskayl, and Michael Kioni Dudley, Waianae Women's Support Group, Waianae

Gard Kealoha, public information officer, Alu Like, Honolulu

Helen Nagtalon-Miller, coordinator, Tutor Training Component, Operation Manong, University of Hawaii, Manoa

Rona Rodenhurst, education coordinator, and Annelle Amaral, administrative assistant, Office of Hawaiian Affairs, State of Hawaii

Henry Sablan, superintendent of education, Department of Education, Commonwealth of the Northern Mariana Islands, Saipan (written testimony)

State Rep. Rod Tam, chair, House Education Committee, Hawaii State Legislature

School Visits

Nanaikapono Elementary School

Nanakuli High and Intermediate School

Kamehameha Elementary School (Keep Project)

Royal Elementary School

San Francisco, California

Participants

Alice Bulos, member, Governor's Statewide Committee on Asian and Pacific Islander Americans, State of California

Barbara Bumatay, payroll accounting technician, Sacramento City Unified School District (written testimony)

Chuong Chung, coordinator, Multi-Functional Resource Center, Oakland

Irene Collier, president, Association of Chinese teachers and San Francisco teacher

Henry Der, chair, Chinese for Affirmative Action

Eva Fong, consultant, Office of External Affairs, California Department of Education

Tilani Ilaoa, Samoan community leader, San Francisco (written testimony)

Harriet M. K. Ishimoto, management consultant, Kiyomura/Ishimoto Associates, San Francisco

Betty Jeung, Association leader, San Diego (written testimony)

Dennis Lewis, treasurer, NEA Minority Affairs Committee, Bakersfield (written testimony)

Elaine Gong Penzer, leader, California Teachers Association, Richmond

Kay Phillips, executive director, Mid-Peninsula YWCA, Palo Alto (written testimony)

Peggy Saika, executive director, Asian Law Caucus, Oakland and San Francisco (written testimony)

Alan Kung Lai Scroggie, Association leader, San Francisco

Ron Wakabayashi, executive director, Japanese American Citizens League, San Francisco

Diane Yen-Mei Wong, executive director, Asian Women United, Oakland (written testimony)

Elena Wong, assistant superintendent of instructional services, Garvey School District, Rosemead

Ted Wong, president, Chinese Historical Society, San Francisco (written testimony)

Teresa Wu, area manager, YWCA, Chinatown/North Beach Complex, San Francisco (written testimony)

School Visits

Filipino Education Center

Francisco Middle School

Mission High School

Houston, Texas

Participants

Charles N. Beard, president, Texas State Teachers Association, Austin

Wing Cam, founder and honorary president, Society of Thai Dam American Friendship

Harb S. Hayre, professor, University of Houston, and leader, Asian Indian community, Houston

Glenda Joe, chair, Council of Asian Americans, Houston

Yani Rose Keo, administrator, Catholic Charities, and leader, Cambodian community, Houston

Signa Segrest, president, Houston Teachers Association

J. S. Sethi, leader, Asian Indian community, Houston

Esther Lee Yao, associate professor, University of Houston at Clear Lake (written testimony)

Daniel Watanabe, leader, Japanese community, Houston

School Visits

Gregory Lincoln Elementary School

Sharpstown Middle School

Sharpstown High School

Chicago, Illinois

Participants

Larry Chunovich, president, Michigan Education Association (written testimony)

Bill Dolnick, MSW, Travelers and Immigrant Aid, Chicago

Gary Elmen, assistant principal, Community High School District 99, South High School, Downers Grove (written testimony)

Joe Frattaroli, assistant manager, urban and ethnic education, Illinois State Board of Education; William Yoshino, Midwest director, Japanese American Citizens League; and Dr. Elena S. H. Yu, associate professor and research associate, Pacific/Asian American Mental Health Research Center, Chicago.

James H. Lewis, assistant director, Cambodian Association of America, Chicago

Francois Nguyen, Association and community leader, St. Paul

Samuel Ozaki, principal, Taft High School, and Noriko Takeda, Asian American Educators Association, Chicago

Porter Reed, education specialist, and Ms. Sandra Lopez, refugee and immigrant programs, bilingual education section, Illinois State Board of Education, State of Illinois Center

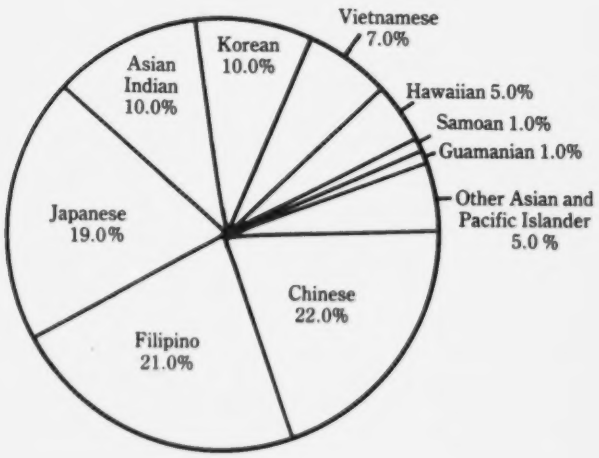
School Visits

Hibbard Elementary School

Volta Elementary School

Senn Metropolitan High School

CHART A:
Composition of Asian and Pacific Islander Population 1980

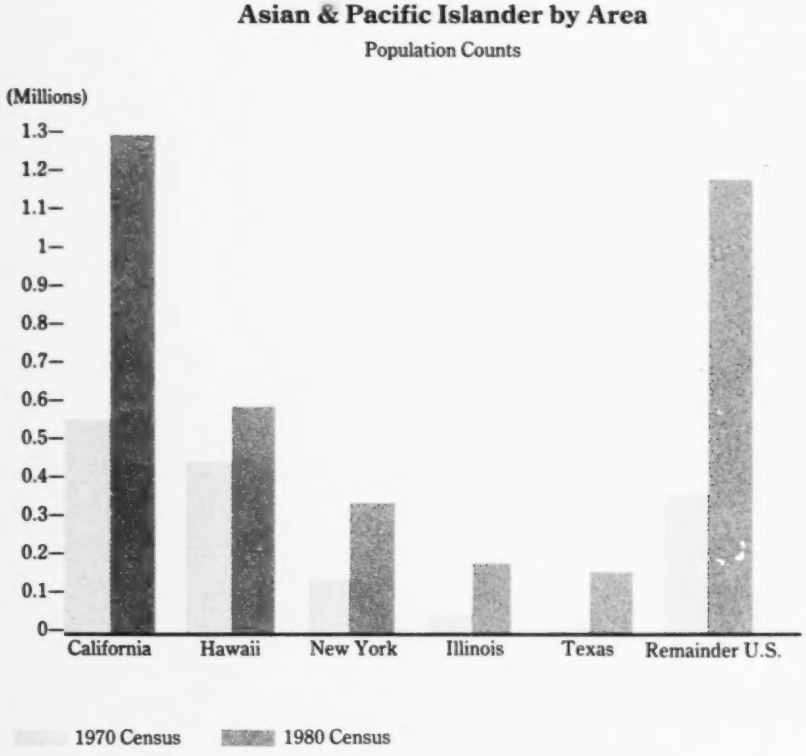


Asian and Pacific Islander Groups Reported in the 1980 Census

Asian	Pacific Islander
Chinese*	Polynesian
Filipino*	Hawaiian*
Japanese*	Samoan*
Asian Indian*	Tahitian
Korean*	Tongan
Vietnamese*	Other, Polynesian
Bangladeshi	Tokelauan
Burmese	Polynesian
Cambodian (Kampuchea)	
Hmong	Micronsian
Indonesian	Guamanian*
Laotian	Other Mariana Islanders
Malayan	Saipanese
Okinawan	Tinian Islander
Pakistani	Mariana Islander
Sri Lankan (Ceylonese)	Marshallese
Thai	Marshall Islander
Asian not specified	Eniwetok Islander
All other Asians	Bikini Islander
Bhutanese	Kwajalein Islander
Bornea	Palauan
Celebesian	Other Micronesian
Cernan	Micronesian
Indochinese	Ponapean
Iwo Jiman	Trukese
Javanese	Yapese
Maldivian	Carolinian
Nepali	Tarawa Islander
Sikkim	
Sinaporean	Melanesian
	Fijian
	Other Melanesian
	Melanesian
	Papua New Guinean
	Solomon Islander
	New Hebrides Islander
	Other Pacific Islanders

SOURCES: Tamayo Lott Associates.
Johnson, Patricia A., "The Asian and Pacific Islander Population At a Glance, 1980." Graph Presentation, Population, Division, U.S. Department of Commerce, Bureau of the Census. Washington, D.C.: Government Printing Office, November 7, 1986.

CHART B
Asian and Pacific Islander by Area and Major Asian Language Group



Major Asian Language Groups
Cambodian
Chinese
Cantonese
Mandarin
Others
Japanese
Korean
Laotian
Lao
Hmong
Pilipino
Tagalog
Mocano
Others
Vietnamese

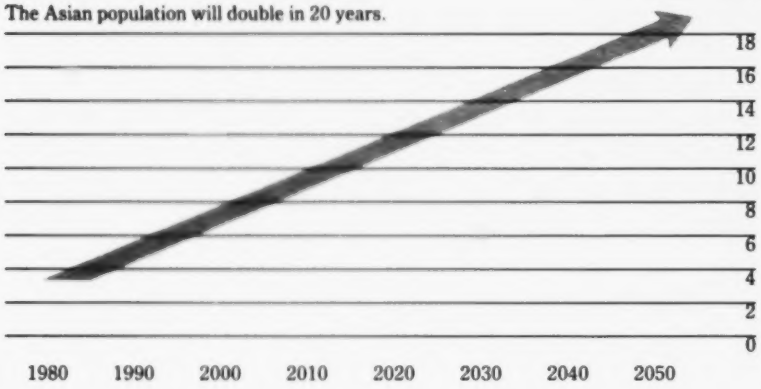
SOURCES: Tamayo Lott Associates.
U.S. Department of Commerce, Bureau of the Census. *1980 Census of the Population*, DC 80-S1-12, and *Pacific Islander Population By State*, December 1983 and DC 80-1-B1, *General Population Characteristics*. Washington, D.C.: Government Printing Office, 1983.

CHART C:
Asian Growth: 1980-2050

ASIAN GROWTH: 1980-2050

(in millions)

The Asian population will double in 20 years.



ASIANS BY STATE: 1980-2050

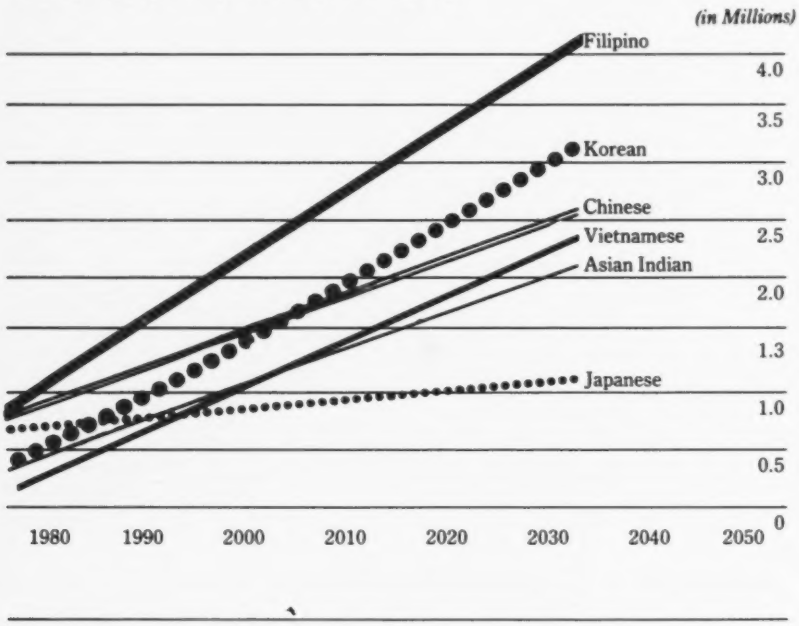
California, New York, and Illinois will continue to rank first, third and fourth (Hawaii is second) in the size of their Asian populations.

(in thousands)	*1980*	*1990*	*2000*	*2010*	*2020*	*2030*	*2040*	*2050*
CALIFORNIA								
Chinese	326	434	542	647	736	821	897	977
Indian	60	95	133	180	207	244	276	308
Japanese	269	312	351	384	404	416	427	439
Korean	103	191	286	381	478	572	657	748
Filipino	358	553	756	958	1,154	1,338	1,508	1,686
Vietnamese	85	183	289	396	507	615	713	816
Other	112	274	397	532	639	757	866	976
Total	1,313	2,042	2,754	3,478	4,125	4,763	5,344	5,950
NEW YORK								
Chinese	147	207	268	328	384	435	481	531
Indian	68	104	145	183	221	256	289	323
Japanese	25	29	33	36	38	39	40	41
Korean	33	63	97	130	165	197	227	258
Filipino	36	61	89	116	144	170	192	219
Vietnamese	6	14	22	30	38	46	53	61
Other	16	73	110	149	182	216	248	281
Total	331	551	764	972	1,172	1,359	1,530	1,714
ILLINOIS								
Chinese	29	46	63	80	97	112	126	142
Indian	37	69	103	138	173	207	238	271
Japanese	18	22	24	27	28	28	30	30
Korean	24	51	79	108	138	167	193	221
Filipino	44	73	104	134	163	192	218	246
Vietnamese	6	14	22	30	38	46	53	61
Other	12	43	66	93	117	142	166	190
Total	170	318	461	610	754	894	1,024	1,161

SOURCES: American Demographics, May 1985.
Population Reference Bureau, Washington, D.C.

CHART D:
The Changing Asian Population: 1980-2050
Composition of Asian and Pacific Islander Population 1980

The Filipinos may already be the largest Asian group



(in thousands)	Chinese	Asian Indian	Japanese	Korean	Filipino	Vietnamese
1980	812	387	716	357	782	245
1990	1,124	622	833	711	1,269	525
2000	1,440	875	936	1,092	1,783	830
2010	1,749	1,128	1,025	1,479	2,296	1,139
2020	2,033	1,376	1,078	1,874	2,802	1,456
2030	2,288	1,612	1,109	2,258	3,283	1,766
2040	2,525	1,828	1,138	2,607	3,722	2,048
2050	2,776	2,056	1,171	2,976	4,187	2,346

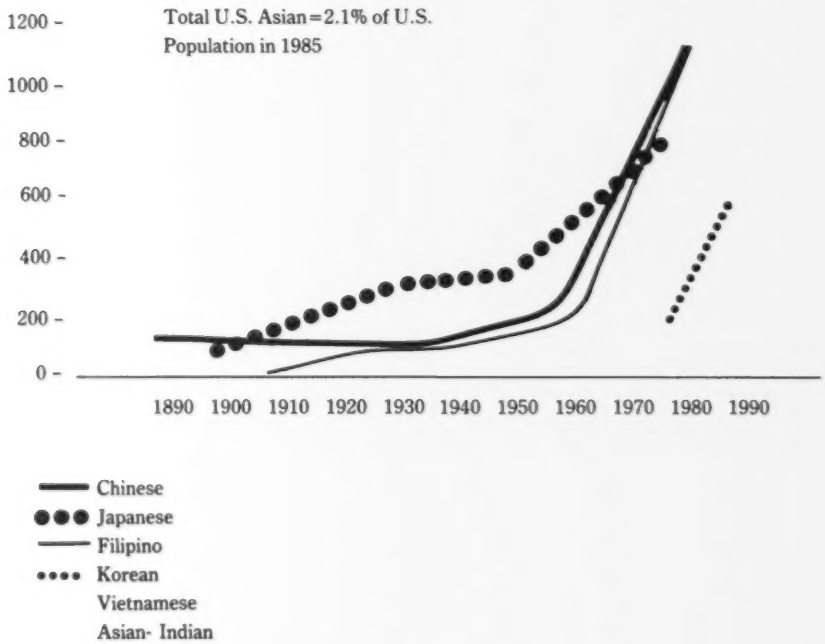
SOURCES: American Demographics, May 1985.
Population Reference Bureau, Washington, D.C.

CHART E:
Pacific Islander Population by Type: 1980

United States	Number	Percent distribution
Total Pacific Islander population	259,566	100.0
Polynesian	220,278	84.9
Hawaiian	172,346	66.4
Samoan	39,520	15.2
Tongan	6,226	2.6
All other	2,186	0.8
Micronesian	35,508	13.7
Guamaian	30,695	11.8
All other	4,813	1.9
Melanesian	3,311	1.3
Fijian	2,834	1.1
All other	477	0.2
Pacific Islander not specified	469	0.2

SOURCE: 1980 Census of Population U.S. Department of Commerce Bureau of Census, Supplementary Report

Figure 1: A Century of Asian American Population Growth



SOURCES: Hsia, Jayjia, Educational Testing Service, March 1987.

CHART F:
Beginning and Major immigration Dates of Some Asians and Pacific Islanders

(Immigration continues during the years not listed, but in smaller numbers)

CHINESE:	499, 1781, 1784-85 1840-52, 1863, 1896, 1910, 1980s 1st Wave
FILIPINO:	1763, 1781, 1815, 1846, 1898, 1906, 1945, 1963-65, 1980s
JAPANESE:	1843, 1868, 1883, 1890, 1907
KOREANS:	1882, 1885, 1910, 1913, 1919, 1950-53, 1965-76
VIETNAMESE:	1975-79, 1980-86
CAMBODIANS:	1975-79, 1980-86
HMONG:	1980-86
LAOTIANS:	1980-86
CHINESE: MAINLAND, TAIWAN, HONG KONG:	1981-86 2nd Wave
JAPANESE NATIONALS*:	1983-87

*Will return to Japan after their business ventures, usually three years.

SOURCES: Asian and Pacific American Heritage Week Pamphlet, "A Brief History of Asians in America," May 3-10, 1986. Washington, D.C., pp. 12-19; Summary Prepared by Minnie Bumatay for the NEA Asian and Pacific Islander Concerns Study Committee, March 1987.

Notes:

nea

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

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REPORT OF THE

BLACK CONCERNS

STUDY COMMITTEE

Pearl Mack, Chair
Robert F. Chase
Eleanor Coleman
Sue Y. Hovey
Stanford Johnson
Mae H. Smith

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For additional copies of this report, please contact:

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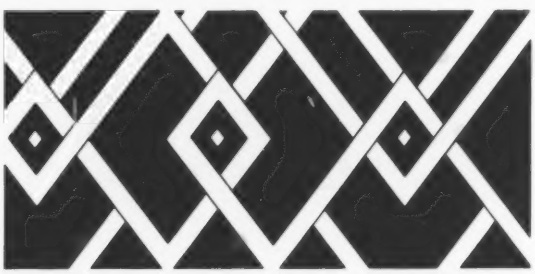
(202) 822-7700

BLACK
CONCERNS
STUDY COMMITTEE REPORT



Preface

The National Education Association is deeply indebted to the members of the Black Concerns Study Committee for preparing this report, which translates the expressed educational concerns of the Black community into a recommended plan of action for NEA.

NEA has worked steadily for more than 60 years to desegregate and bring equity to its own house, to improve the treatment of Black school faculty and staff, and to improve access of Black students to quality education.

In 1926, NEA appointed a committee to investigate the status of Black teachers in the United States. In 1928, the Association established a committee to cooperate with the National Association of Teachers in Colored Schools. And, in 1940, the Association appointed NEA members to sit on a Joint Committee of the NEA and the newly named American Teachers Association (ATA). In 1954, that Joint Committee made history with a study and report on the status of Black education.

NEA was deeply involved in *Brown* and pre-*Brown* efforts to ensure equity in education, but our efforts took on greater intensity in 1966 when NEA merged with the American Teachers Association and integrated ATA's activities into the NEA program. With the adoption of a 1968 Task Force on Human Rights report, NEA stepped up efforts to encourage desegregation in the schools and our Association, to sensitize staff to the concerns of Blacks, and to make Association programs and activities relevant to Black members.

Our efforts are ongoing. We continue to protect Black educators displaced and demoted by desegregation and fiscal retrenchment. And we continue to help school districts deliver quality education to Black students.

While NEA has continued its forward movement, however, the country under the Reagan Administration has witnessed a resurgence of racial violence against Blacks. During the six years that Ronald Reagan has occupied the White House, there has been a slow but continual erosion of public policies protecting Blacks—an unwinding of education and civil rights protections in the courts and in the federal agencies whose mandate calls for the unbiased enforcement of the law.

Despite congressional studies indicating that every dollar spent on education returns $6 to the Gross National Product, the Reagan Administration has reduced the federal share of total expenditures for education from 9.2 percent in 1981 to just over 6 percent in 1986. The Administration has also shortchanged educationally disadvantaged children by reducing funding of Chapter 1 and threatening to dismantle the vocational education program. This has had significant negative effects on the educational progress of all children served by these programs—and on Black children specifically.

Every budget proposal the Reagan Administration has sent to Congress has also contained some form of voucher/tuition tax credit scheme that would dilute funding for public education. The most recent voucher plan—packaged as an "education reform initiative"—would have Black parents believe that vouchers are the answer for economically disadvantaged high achievers who cannot afford a private school education. In fact, the Administration's voucher plan would perpetrate a cruel hoax on Black children and their parents.

President Reagan's most recent budget proposals practically abandoned support for public education altogether. The President's latest budget proposed a $5.5 billion cutback in funding for education—plus the termination of desegregation assistance programs and three special postsecondary programs for disadvantaged students, a disproportionate number of whom are Black.

The Black Concerns Study Committee has completed its report in the midst of this period of national retrenchment on civil rights and education, this period of crisis for Black children. But I believe this report can represent a turning point, for it asks NEA to base future efforts not just on the status of federal policies, but on the survival needs of Black Americans as determined by Black Americans.

Once implemented, the Study Committee's recommendations will serve to counter the Administration's attacks on civil rights and education, strengthen our resolve, and forge our continued commitment to civil rights and education. The recommendations will invigorate our desire to achieve educational excellence with equity. They will show that we continue to make the educational goals of the Black community an integral part of the goals of our Association—the intent of our 1966 merger with the ATA.

The time to implement these recommendations is now.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

What are the hopes of Black students, their parents, Black faculty and staff, and Black NEA members? What are their dreams and aspirations? Needs and concerns? What are their fears? These are some of the simple but poignant questions the NEA Black Concerns Study Committee sought answers for as it carried out its charge to determine what the Association could do to ensure that the needs of minority students are met in the final decade of the twentieth century.

In responding to its mandate from the NEA Executive Committee, the NEA Black Concerns Study Committee thought it essential to speak directly with a broad sampling of the organizations and individuals whose primary interest and focus is Black people as well as state and national Association leaders, managers, and staff.

Our study committee has received a first-hand account of what it means to be Black in contemporary America. We learned, for instance, what it means to be young, Black, and gifted—but sometimes not challenged, many times not even supported—in school districts that cannot or will not give high priority to funding up-to-date teaching and learning tools.

We heard how it feels to be denied access to college because a national administration with misplaced priorities will not adequately fund the programs that have been the primary source of financial assistance for Black college students. We were given personal accounts of what it means for young people to graduate from high school and yet not qualify for most jobs because they are functionally illiterate or possess a certificate of attendance instead of an academic diploma.

The Black Concerns Study Committee concluded its hearings with the understanding that Black people can no longer rest complacently on the successes of the past. We must move beyond *Brown v. Board of Education*, because this is a new era and there's new ground to break, in education as well as in civil rights. There are new issues to confront and new initiatives to pursue in the legislatures and the courts, as well as in the schools. We must respond directly and succinctly to the question: Have the public schools failed Black children? We do not have a moment to lose.

The NEA Black Concerns Study Committee hopes this report will motivate readers to recommit themselves to eliminating society's barriers to meeting the academic needs of Black children. We are indebted to every person involved in planning, implementing, and participating in the hearings, and to all who contributed to this report.

We are also indebted to NEA members, leaders, and staff for their invaluable assistance and immediate and thoughtful responses to Committee requests. We found it virtually impossible to report the full substance of all the comments, concerns, and recommendations we heard, but it is our belief that this report is an accurate reading of the experience of Black people with education in the 1980s.

Pearl Mack, Chair
NEA Black Concerns Study Committee
June, 1987

The Study

The NEA Executive Committee and the NEA Board of Directors approved the establishment of a Study Committee on Black Concerns late in 1986. The Committee would have six members: three members of the NEA Executive Committee, the chair of the NEA Board of Directors' Black Caucus, an additional Black member from the NEA Board of Directors, and the chair of the NEA Black Caucus.

The members of the Black Concerns Study Committee include the chair, Pearl Mack (Illinois), a member of the NEA Executive Committee; NEA Executive Committee member Robert F. Chase (Connecticut); NEA Executive Committee member Sue Hovey (Idaho); Mae H. Smith (Illinois), chair of the NEA Board of Directors' Black Caucus; Stanford Johnson (Wisconsin), a member of the NEA Board of Directors; and Eleanor Coleman (Arkansas), chair of the NEA Black Caucus.

The Black Concerns Study Committee was given the following charges:

1. Review and analyze NEA programs that address Black concerns and make appropriate recommendations.
2. Review and analyze the needs of Black public school students, their families, and Black public school employees.
3. Assess the concerns of Black NEA members.
4. Review and analyze the political structure of Black organizations and make appropriate recommendations for future NEA relationships with them.
5. Meet with leaders of Black organizations to ascertain their potential level of involvement with NEA.

The Study Committee conducted hearings at five sites and made school visits at four: Washington, D.C. (hearings only, for national Black or Black advocacy organizations); Oakland, California; Atlanta, Georgia; Flint, Michigan; and Houston, Texas.

The Study Committee invited 40 organizations, agencies, and school districts as well as every NEA state affiliate to present testimony. The organizations and agencies extended invitations had all been identified as active participants in programs that affect the education of Black people in the United States.

Except for Washington, D.C., where only hearings took place, the Study Committee held one day of hearings and one day of school visits at each site. The dates for the hearings and school visits are listed in the Appendix.

Washington, D.C., was selected as a hearing site because it is the headquarters location of many national organizations, including the NEA, and government agencies whose functions are related to education. In addition, more than 90 percent of D.C. public school students—and a high proportion of D.C. public school teachers—are Black.

The Study Committee visited Oakland because of that city's large Black population, its significant population of other minority groups, and its political history. Oakland has the largest school district in the San Francisco Bay area, with a Black student majority as well as a Hispanic superintendent.

The Study Committee selected Atlanta as a site because that city hosts a major consortium of important Black colleges and a prominent Black middle class that coexists with significant Black poverty. The Atlanta public school system is virtually all Black. Atlanta also maintains the legacy of the civil rights movement through the activities of the Martin Luther King, Jr., Center for Nonviolent Social Change. Together, these characteristics made Atlanta a priority site for a hearing on Black concerns in education.

Flint was selected as a hearing site because it is a northern industrial community with a historic tradition of collective bargaining in the auto industry. The Flint school district has a majority Black student population and is now under court order to desegregate. The Flint school district once established national standards for a "community schools program," which no longer exists, and has a Black student dropout/expulsion rate of 25 percent. The Flint economy is severely depressed.

The final site, Houston, attracted the attention of the Study Committee because the Houston Independent School District maintains one of the most diverse school populations in the nation: 42.6 percent Black, 37.3 percent Hispanic, 17.0 percent white, 3 percent Asian/Pacific Islander, and 1 percent American Indian. The Houston schools have been under court order to desegregate for 15 years. The system is comprised primarily of magnet schools and features a successful school-based clinic and nursery for teen parents. Houston is the largest school district in Texas and the sixth largest in the country.

At virtually every site, the Study Committee heard from parents, teachers, students, educational support personnel, school administrators, higher education faculty, civic and community organizations, education associations, civil rights organizations, the business community, sororities and fraternities, and government agencies.

Taken collectively, the sites selected provide a balanced representation of the challenges in education that confront Blacks in the United States.

An Overview

The more than 30 years that have elapsed since the 1954 *Brown* decision have witnessed major initiatives aimed at bettering the status—particularly the educational status—of Black Americans. But despite these events and historic developments—despite countless marches and protests, despite the passage of federal civil rights laws and comprehensive federal education legislation, despite the Kerner Commission Report of 1967, despite continued approval by the Black community of increased taxes to support public schools, despite frequent reports on the status of education for Blacks in the United States, and despite improved access for many Black students to quality K-12 education and college admission— Black parents, Black students, the Black community, and the education community in general are today confronted with tremendous educational challenges for Black students—the most serious since 1954.

Among these challenges: a high dropout and teen pregnancy rate among Black youth, financially poor and segregated schools, a lack of early intervention programs, limited support systems and positive role models for Blacks in general and Black males specifically, a shortage of both college scholarships and Black teachers, inappropriate testing, racial discrimination, and relentless poverty.

These obstacles all deeply impact Black education in a number of different areas. These areas are addressed individually in both the findings and recommendations that follow.

Findings

Students

1. Many Black students have not had access to early academic intervention programs and consequently become discouraged about school, fail to pass difficult subjects or participate in accelerated programs, and drop out of school at high rates.
2. Many Black students, although "energized" and achieving well in lower elementary grades, begin in the upper elementary grades to lose their enthusiasm. They begin to achieve less and are not encouraged to participate in the full range of academic and extracurricular activities.
3. Many Black female students in their early teens become pregnant and are at risk for delivering low birth-weight and undernourished babies.
4. Virtually no programs exist to help Black male students focus on their responsibility toward sexual involvement and parenting.
5. The number of Black students suspended/expelled and placed in special education/emotionally impaired classes consistently tends to be disproportionately high compared to the total student population.
6. Fewer Black students are applying for and attending college. Black students have been the victims of racial violence on increasing numbers of campuses.
7. Only a small percentage of Black college students are majoring in education. Of these, few are NEA student members.
8. Many Black students lack self-esteem.
9. Many Black students lack the support systems in school and at home that would encourage them to excel or extend themselves.
10. Many Black students lack appropriate and positive role models.
11. Many Black students who drop out of school do not fully understand the consequences of their action, including their increased vulnerability to racist behavior.
12. There does not exist a consistent and clear definition of what constitutes a "dropout" from one district to another.
13. Black students are targeted by drug dealers—not only to become drug users and abusers, but also to become drug pushers.
14. Recent years have seen a turnaround in desegregation: more Black students attend segregated schools today than six years ago.
15. Given the virtual disappearance of the extended family, latch key children—many of them Black—are increasingly likely to encounter situations where they need—but can't obtain—the on-the spot advice of responsible adults.

Curriculum and Instruction

1. Many Black students who experience difficulties in advanced mathematics and advanced science courses do not receive additional help or guidance until they fail.
2. Multicultural curriculums that represent Blacks accurately and adequately and that can help perpetuate positive self-concepts and cultural identity on the part of Black students are not in place in most schools.
3. Instructional staff have a tendency to "dumb down" the curriculum and set lower achievement expectations for Black students.
4. Most majority-Black schools lack appropriate textbooks, science and math equipment, and computers and other high tech equipment.
5. Black communities often perceive magnet schools as a variant of tracking and a drain of talented students and financial resources from Black schools and support systems.
6. Many Black students are tracked into vocational education or

noncollege academic curriculums.

7. Programs in majority-Black schools tend to be inadequately funded.
8. Schools tend to ignore: (1) the learning styles of Black students, (2) the need to design specific motivational strategies, and (3) the need for critical thinking courses for Black students.
9. No advocacy groups are pursuing changes in history books, encyclopedias, or social studies texts from publishers who consistently exclude or misrepresent Blacks.
10. Many school instructional and administrative practices are reducing actual teaching time, student practice time, and student learning time. Such practices include standardized testing, minimum skills assessments that require additional teacher time for recording results, and pacing—the setting of arbitrary time limits when all students, regardless of individual needs, are expected to have completed a specific task and to have been tested on it.
11. On the higher education level, Black colleges are at risk for failure. Some are experiencing financial problems. Others are finding it difficult to meet accreditation standards. These same colleges train approximately one-third of the Black teachers in the United States.
12. The 1986 Carnegie recommendation for eliminating undergraduate teacher education programs, if implemented, would create a severe problem for most Black colleges.
13. The Black community is concerned that increasing student achievement standards without increasing relevant funding and programs will further exacerbate the educational problems of Black students.

Teachers/School Personnel

1. A severe shortage of elementary counselors exists in schools serving large numbers of Black students.
2. There is a shortage of Black teachers.
3. There is a severe lack of Black male teachers at the lower and upper elementary levels.
4. High turnover among new teachers is a problem in schools serving large numbers of Black students.
5. Urban districts tend to hire a greater percentage of Black teachers and Black school support personnel.
6. Working conditions for teachers and other school personnel are more likely to be poor in urban than in rural or suburban schools.
7. There is a tendency in urban school districts for the more experienced teachers to be assigned to schools serving middle class neighborhoods.
8. Black teachers are expected to handle the more difficult students and the larger classes with fewer support systems.
9. Few school districts extend assistance or provide a stabilizing support system for Black teachers.

Parents/Family/Community

1. Black parents participate in school activities to only a limited extent.
2. Schools in the Black community tend not to have outreach programs for parents beyond parent-teacher groups.
3. Compared to parents generally, Black parents find it more difficult to participate in school activities because of the time such activities are held, the lack of child care, and the distance between home and school—which many times is increased because of school desegregation.
4. Very few Black parents feel comfortable visiting their children's schools.

5. Black parents find it difficult to advocate for their children's needs and appropriate educational placement because they are provided with limited explanations and often are naive about the educational setting and "special" programs.
6. Many Black colleges receive limited and inadequate funding from the Black alumni or the Black community.

School District Employment

1. Few school districts have in place any plan or program to overcome or otherwise address the shortage of Black teachers.
2. Few school districts are devising recruitment strategies for hiring Black teachers.
3. Few school districts demand accountability of staff for implementing affirmative action plans or reaching goals for percentages of Blacks to be hired.

Association Employment

1. Most NEA state affiliates have affirmative action plans.
2. Some state affiliates have met their affirmative action goals for Blacks.
3. Most state affiliates that have hired Blacks tend to employ them in UniServ positions or as human relations specialists.
4. Few state affiliates employ Blacks as lobbyists, communications specialists, bargaining specialists, organizing specialists, lawyers, managers, or executive directors.

Cultural Sensitivity/Differences

1. Some school administrators and teachers continue to perceive Black students as "poor," "unmotivated," or "culturally deprived" and consequently unable to learn.
2. Many school personnel, particularly administrators and teachers, continue to be either uninformed, misinformed, or insensitive about Black culture and what they need to know to be able to educate Black students effectively.
3. Not enough reference books and other teaching materials that describe the significant roles played by Blacks in the building of our nation and in the maintenance of our democracy are available in the schools.

Collaboration/Coalition Building

1. Except for "adopt-a-school" activities, few school communities are involved in collaborative programs with community organizations or the private sector to enhance educational opportunities for Black students.
2. Not enough businesses are involved or are taking the initiative to be involved with schools that serve mostly Black students.
3. Few Black or predominantly Black organizations or businesses are involved collaboratively with the schools to enhance the educational achievement and success of Black students.

Legislation

1. Federal Chapter 1 programs, which could help bring equal educational opportunity to Black students, only serve 20 percent of eligible students.
2. The Black community does not see the various education reform laws and reports as helping to improve the education of Black students or facilitate an increase in the number of Black teachers.
3. State-mandated testing of prospective and—in three states—of current teachers has significantly harmed the status of Black teachers and eliminated some from the profession.

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4. Black students have been issued "certificates of attendance" rather than high school diplomas based on test scores.
5. Few school districts have policies that are categorically designed to meet the specific educational needs of Black students.
6. The Black community does not see proposals for tuition vouchers as an effective means for providing quality educational opportunities for Black students.
7. The Black community tends to support school-based health clinics.

Leadership Training

1. In some NEA urban local affiliates, there are proportionately fewer Black school employees who join our Association.
2. Blacks who are active in the Association are more likely to have been selected by the appointive rather than the elective process. Many Black members are not supported or appointed to serve on committees beyond Human Relations or Minority Affairs.
3. The Association tends neither to support and fund broad-based, comprehensive action-oriented human and civil rights programs nor to see them as a means to develop and maintain strong affiliates.

Recommendations

The following Study Committee recommendations have been adopted by the NEA Board of Directors.

Students

1. NEA will establish a Black intern position with the NEA Student Program. The intern's primary responsibility will be to help the NEA Student Program chairperson develop and implement strategies to recruit Black members for the Program and to increase the number of Black candidates going into teaching.
2. NEA will develop and implement a program at six sites—including some historically Black colleges—to recruit Black high school and college students into the teaching profession and into the NEA Student Program.
3. NEA will develop and implement a Leadership Intervention Training Program (LITP) for school employees to assist Black elementary and secondary students in the areas of problem solving, acquiring self-esteem, becoming self-motivated, recognizing and evaluating power systems, learning to ask for and receive assistance, and developing sound rationales for decision making.
4. NEA will conduct research and analyze the research findings on community- and school-based health clinics for the purpose of making recommendations on the best approaches to implementing such programs.
5. NEA will investigate and report to the NEA Board of Directors by September 1988 the 50 school districts with the highest rates of suspensions/expulsions of Black students.
6. NEA will investigate and report to the NEA Board by September 1988 the 50 school districts with the highest rate of incidence of Black students placed in special classes/programs, ability groups, and detention programs.
7. NEA will develop and implement a program to improve the test-taking skills of Black students from elementary grades to college who are at risk for academic failure.
8. NEA will conduct research, then analyze and publicize data on the academic, social, and psychological status of Black students in desegregated school settings.

Curriculum and Instruction

1. NEA will identify and promote school programs that are effective in educating Black students and in encouraging and building their self-esteem.
2. NEA will promote a restructuring of the schools that acknowledges and accommodates different learning styles and encourages varied teaching styles that promote Black student learning.
3. NEA will encourage the elimination of tracking and publicize the effects of tracking on all students while highlighting its effects on Black students.
4. NEA will support and promote a maximum class size of 15 students in grades K-3 and 20 students in grades 4-12.
5. NEA will promote early childhood education and mandatory kindergarten for all students, giving special emphasis to the needs of Black students and citing the data that support a developmental rather than an academic approach.
6. NEA will conduct research to establish the effectiveness of magnet schools in meeting the needs of all Black students.

7. NEA will research and evaluate the Ron Edmonds' "effective schools" approach to educating Black students in order to determine whether it merits NEA's support.
8. NEA will devote one conference in the 1987-88 National Conference series to the topic, "Educating the Minority Child."
9. NEA will promote K-12 programs that are designed to meet the instructional goals outlined in the Appendix.

Teachers/School Personnel

1. NEA will sponsor a meeting with the presidents and deans of education of historically Black colleges to discuss more effective strategies for recruiting and training Black teachers.
2. NEA will encourage state and local affiliates located near historically Black colleges to establish joint programs with those colleges to provide a support system for Black college students and to increase the number of Black students pursuing a career in teaching.

Parents/Family/Community

1. NEA will, in conjunction with parent and community groups, promote the establishment of parenting classes, including a component specifically about child care, at the secondary level.
2. NEA will, in conjunction with state and local NEA affiliates, help establish and promote parenting classes that focus on the role of and maximize the inclusion of Black male students.
3. NEA will, in collaboration with Black organizations and institutions including fraternities and sororities, develop community outreach programs designed to increase the participation of Black parents in the education of their children.
4. NEA will gather data that will list the elements needed for successful school-based fathers' clubs, and package this for affiliate use.
5. NEA will, in conjunction with state and local affiliates, develop and implement programs to create parent/teacher partnerships through such devices as parent handbooks (which might include phone numbers of volunteer parent assistants who can respond to school- or child-related questions) or parent advocates for students. NEA will pilot the programs at three sites.
6. NEA will encourage and help state and local affiliates sponsor parent award nights to spotlight parents who support the efforts of teachers and the school in helping children succeed.

Employment

1. NEA will continue to provide state and local affiliates affirmative action policy guidance, contract provision language, feedback, and other pertinent information to:
   a. Help local affiliates promote or negotiate affirmative action programs for hiring Black teachers.
   b. Help state and local affiliates develop and implement their own affirmative action plans in a timely manner.
2. NEA will make available to local affiliates current and pertinent research on Black graduates in teacher education as well as information about successful strategies employed to increase their number.
3. NEA will develop effective strategies for school districts to use in recruiting Black teachers and provide this information and technical assistance to state and local affiliates.
4. NEA will maintain an ongoing assessment of the number of Black teacher graduates and Black teachers employed—and where they're employed—and periodically publicize this information.

5. NEA will develop and distribute to state and local affiliates, especially to urban locals, information documenting the critical shortage of Black teachers and the affirmative action progress (or lack of it) by school districts.
6. NEA will encourage local affiliates to develop and publicize an annual report on their school district's recruitment policy and on the employment status of Black teachers in their district.
7. NEA will develop and distribute a brochure for state affiliates that lists the benefits of affirmative action and:
   a. Encourages and helps state affiliates meet their affirmative action goals for Blacks.
   b. Encourages and helps state affiliates employ Blacks as lobbyists, communications specialists, bargaining specialists (separate and different from UniServ directors), organizing specialists, lawyers, middle managers, executive managers, and executive directors.
8. NEA will monitor, in the period 1987-92, cases involving the displacement of Black teachers—cases filed and cases settled by arbitration or by other means.
9. NEA will identify and maintain a list of Black agencies that specialize in providing search services for Black professionals and executives. NEA will also utilize the services of these agencies in its efforts to recruit Blacks for professional program and management positions.
10. NEA will establish an intern program for minority college students to work at the NEA for a year. NEA will assign one intern from each of the four ethnic groups to each NEA program area.

Cultural Sensitivity

1. NEA will develop a videotape on the history of the civil rights movement in the 1960s and 1970s from the perspective of key women involved, with NEA President Mary Hatwood Futrell as moderator and narrator. The production should address such questions as: What was the role of minority women in the civil rights movement? Why was this important? How did the role of minority women in the civil rights movement affect minority children, particularly female minority children? What legacy is left from the leadership of these women for minority students today?
2. NEA will develop and implement an in-service training program to help teachers understand the needs and learning styles of Black children and set positive goals for students' academic achievement. The program will help sharpen awareness of Black culture and the importance of this culture to the self-esteem and scholastic success of Black students.
3. NEA will encourage and help states with large minority populations hold hearings on ethnic-minority concerns within the state.
4. NEA will help state and local affiliates compile and maintain a list of Black speakers and consultants to serve as a resource and support system for affiliates.
5. NEA will develop and distribute a multiethnic calendar.
6. NEA will maintain and publicize a list of Black resource materials.
7. NEA will urge state and local affiliates and officers to support Black Caucus recognition activities.

Collaboration/Coalition Building

1. NEA will continue to work with other organizations and national groups to develop programs to prevent teenage pregnancy.
2. NEA will help local affiliates establish, with local community groups, Big Sister/Brother rap forums and hotlines to allow adults to listen to, identify, and respond to Black students' needs.
3. NEA will collaborate with the Black business community to provide scholarships, employment opportunities, and mentors for Black students.
4. NEA will sponsor a national forum on "Educating the Black Child" for selected Association leaders, researchers, business leaders, and education leaders.
5. NEA will continue to collaborate with national organizations such as the National Alliance of Black School Educators (NABSE), the National Association for Equal Opportunity in Higher Education (NAFEO), the United Negro College Fund (UNCF), the National Urban League (NUL), the National Association for the Advancement of Colored People (NAACP), the Congressional Black Caucus (CBC), the Children's Defense Fund (CDF), the National Black Child Development Institute (NBCDI), and Black fraternities and Black sororities on programs to improve the education of Black children.
6. NEA will immediately form a coalition with the appropriate education advocacy groups to lobby publishers of social studies texts, history texts, and encyclopedias to include all historically significant Black individuals and groups in their future publications.
7. NEA will develop and implement a collaborative network with key Black organizations and local affiliates to provide information to the Black community about the negative implications of voucher systems for increasing quality educational opportunities for Black students.

Legislation and Policy

1. NEA will support the full funding of federal legislation that contributes significantly to the education of Black children.
2. NEA will lobby for one clearly stated and mandated definition of "dropout" for school districts to use.
3. NEA will lobby for funds and legislation that will mandate and assist school districts with intervention activities for elementary students who, by age or by academic assessment and school records, have been identified as potential droputs.
4. NEA will promote and help state affiliates lobby for a minimum percentage of counselors in every school district.
5. NEA will, as part of the NEA legislative program, promote and encourage state and local affiliates to promote U.S. congressional and state legislative resolutions that support two leave days from work per year for parents to participate in school activities related to their children's education.
6. NEA will continue to oppose voucher systems and explain their negative implications for Black students.
7. NEA will review and analyze the Carnegie Report, the Holmes Group Report, the National Governors' Association's 1991 Report and other pertinent future reports on restructuring the teaching profession in order to develop strategies to address those recommendations that could adversely affect Black teachers or students.

Leadership Training and Member Participation

1. NEA will develop, especially in large urban affiliates, local leadership training programs based on the assessment center concept, and implement these at five sites to increase the participation of uninvolved Black members and effectively prepare Black members for leadership positions.
2. NEA will develop and implement an organizing project to recruit Black nonmembers in three large urban affiliates where Black membership is less than 50 percent of potential Black membership.
3. NEA will develop and implement a pilot intern program specifically to train Black members to become specialists in four areas: (a) business/financial, (b) political action, (c) organizing, and (d) public relations. NEA will assign two interns in each of the three regions.
4. NEA will develop and implement a training program for state presidents, state executive directors, and state minority affairs committee chairpersons to increase awareness of affirmative action, the roles of minority affairs committees, minority involvement efforts, and program assistance available from NEA's Human and Civil Rights unit.
5. NEA will develop and implement an advanced training component for the Minority Leadership Training Program to provide meaningful training for selected Black leaders serving in the following capacities: state affiliate officers, large urban local presidents, NEA directors, and state executive committee members. The component will include four training sessions, with participation on an invitational basis.
6. NEA will continue to promote state and local affiliate funding of three national conferences to achieve a 20 percent ethnic-minority participation level.
7. NEA will promote and encourage each state affiliate to adopt as a part of its 3-1-g plan the establishment of a minority affairs committee as a standing committee.
8. NEA will encourage state affiliate presidents to appoint the chairperson of the Black Caucus to the state minority affairs committee. Where a Black Caucus does not exist, NEA will encourage the president to appoint the chairperson of the State Minority Caucus.
9. NEA will sponsor two regional meetings of state affiliate presidents, executive directors, minority affairs committee chairpersons, NEA directors, and local affiliate presidents from large urbans—with steps taken to ensure the representation of minority local presidents—in states participating in the state-based Minority Leadership Training Program. These meetings will discuss minority members' Association involvement in general and share strategies for increasing the number of ethnic-minority members and leaders as well as share information about methods that have proved effective in addressing the educational concerns of minority members.

Appendix

Study Sites

Washington, D.C.	January 6-7, 1987
Oakland, California	January 9-11, 1987
Atlanta, Georgia	January 14-17, 1987
Flint, Michigan*	January 20-21, 1987
Houston, Texas*	January 27-28, 1987

*Only the Study Committee chair, the Black Caucus chair, and NEA staff members participated in the hearings at the Flint and Houston sites.

Washington, D.C.

Participants

Kahlil Abdullah, program director, National Black Caucus of State Legislators

Beverly Corelle, president, Maryland State Teachers Association

Carla Curtis, staff member, National Black Child Development Institute

Dorothy Everett, chair, Minority Affairs Committee, New Jersey Education Association

Clara Floyd, chair, Minority Affairs Committee, Maryland State Teachers Association

Patricia Foerster, member, NEA Board of Directors, Maryland

Terrell Greene, staff member, National Black Caucus of State Legislators

Susie Jablinske, member, NEA Board of Directors, Maryland

Gladys Graves, vice-president/president-elect, North Carolina Association of Educators

E. Wayne Harris, Area II superintendent, Fairfax County (Virginia) Public Schools

Iris Harris, chair, Minority Caucus, Maryland State Teachers Association

Elizabeth Hickey, program specialist, Professional Training Unit, New Jersey Education Association

Evelyn Moore, executive director, National Black Child Development Institute

Rudy Norton, UniServ director and staff liaison, Minority Affairs Committee, Delaware State Education Association

Beblon Parks, director, Leadership and Human Relations, Virginia Education Association

Amy Penn, member, Board of Directors, New Jersey Education Association

Marcella Peterson, director, Delta Sigma Theta

Stephanie Robinson, education director, National Urban League

George Saunders, executive director, National Alliance of Black School Educators

Elizabeth Simms, member, NEA-District of Columbia Committee

John Smith, special assistant to U.S. Rep. Augustus Hawkins, chair, Education and Labor Committee, U.S. House of Representatives

Marsha Smith, member, Board of Directors, Maryland State Teachers Association

Yvonne Stone, member, Board of Directors, Maryland State Teachers Association

Davely Walders, resource teacher and coordinator, Minority Achievement Activities, Fairfax County (Virginia) Public Schools

Written Testimony

Children's Defense Fund, Washington, D.C.

Congressional Black Caucus. Information on education vouchers from the Office of U.S. Rep. Augustus Hawkins.

Kentucky Education Association.

Maryland State Teachers Association. Informational kit about MSTA programs and activities.

Massachusetts Teachers Association. Minority Affairs Committee Recommendations.

NAACP Legal Defense and Educational Fund, Inc.

NAACP Department of Education Program Initiatives.

National Alliance of Black School Educators. Report: Saving The African American Child.

National Association for Equal Opportunity in Higher Education. Packet of position papers, including position on NCAA Rule #48.

National Black Leadership Roundtable. Summary Report of the Second Annual Conference.

National Education Association, Minority Affairs Committee. Summary of Survey Responses from Minority Leadership Training (MLT) Regional Seminars.

National Education Association, Southeast Regional Minority Leadership Training Seminar, Point Clear, Alabama. Summary of Recommendations of Workshop Teams.

New Jersey Education Association, LEAD Conference, Jamesburg, New Jersey. Summary Recommendations from Workshop Participants.

Oakland, California

Participants in Open Hearings

Yvonne Ball, San Francisco Classroom Teachers Association

Chester Brown, support personnel member, Classified School Employees Association, Las Vegas, Nev.

Loretta Christie, chair, Minority Affairs Committee, NEA-Alaska

June Stanford-Clark, California Teachers Association Board (At-Large), Riverside

Ada Cole, executive director, Marcus Foster Institute, Oakland

Toni Cook, executive director, Bay Area Black United Fund, Oakland

Joe Coto, superintendent of schools, Oakland

Annie Hall, chair, Minority Affairs Commission, Washington Education Association

Ray A. Hill, San Francisco Classroom Teachers Association

Charley Hinton, director of human rights, California Teachers Association

Denise Holt, Bay Area Achievement Council, Oakland

Donna Pomerans, Portland Classroom Teachers Association, Portland, Ore.

Nadine Potter, member, State Council, California Teachers Association

Denise Rockwell, member, NEA Board of Directors, California

Robert Stenhouse, personnel officer, California Teachers Association

Lois Tinson, member, Board of Directors, California Teachers Association

Written Testimony

Bay Area Black United Fund, Oakland.

Bay Area Achievement Council, Oakland.

California Teachers Association.

Northeast Regional Training Laboratories, Seattle, Wash.

Oakland Education Association, Denise Sadler Lipscomb, president.

Oakland Public Schools.

School Visits

Martin Luther King, Jr. Elementary School

Sobrante Park Elementary School

Claremont Middle School

McClymonds High School

Atlanta, Georgia

Participants in Open Hearings

Curtis Atkinson, assistant secretary of state, State of Georgia

Elias Blake, president, Clark College, Atlanta

Audrey Butts, president, Atlanta Association of Educators

Jessie Chandler, organizer for students and retired educators, South Carolina Education Association

Josephine Davis, professor of education, Graduate School, Albany State College

Calvin Dorsey, chair, Education Committee, Atlanta Black Media Network

Geneva Flemming, chair, Black Caucus, Georgia Association of Educators

Nathaniel Freeman, senior, Morehouse College, Atlanta

D. F. Glover, chair, Education Committee, Southern Christian Leadership Conference

Andrew H. Griffin, Jr., associate executive director, Georgia Association of Educators

Carolyn Hart, member, Board of Directors, Atlanta Association of Educators

Asa Hilliard, professor of Urban Life Education, Georgia State University

Michelle Kourouma, executive director, National Conference of Black Mayors

Delores Pringle, director, Ford Foundation Grant Project, Southern Regional Council

Anita Spann-Peek, member, Board of Directors, Atlanta Association of Educators

State Sen. Horace Tate, Georgia State Legislature

Anita Upshaw, educational support personnel member, Organization of Dekalb Educators, Dekalb County

NOTE: Additional input was provided by James H. Williams, executive director, and Cheryl Sarvis, president, Georgia Association of Educators, during a visit by the Study Committee to GAE Headquarters.

School Visits

Oglethorpe Elementary School

Benjamin E. Mays High School

Southside Comprehensive High School

Martin Luther King, Jr. Middle School

Flint, Michigan

Participants in Open Hearings

Melvyn S. Brannon, executive director, Flint Urban League

Rev. Braxton U. Burgess, pastor, Quinn Chapel A.M.E. Church, Flint

Eugene Cain, assistant superintendent for school and community relations, Michigan Department of Education

June Collins, parent, Flint

Emerald A. Crosby, principal, Pershing High School, Detroit

Lawrence Cywin, planning consultant, Flint Community Schools; member, Urban Education Alliance

John W. Dobbs, executive director, Urban Education Alliance, Eastern Michigan University, Ypsilanti

Hiawatha Green, director, Flint Human Rights Commission

Marcia Johnson, education coordinator, Flint Urban League

Elizabeth Love, Areawide Women's Coalition, Flint

Russell F. McReynolds, member, Board of Education, Flint Community Schools

Julius A. Maddox, secretary-treasurer, Michigan Education Association

Charles D. Moody, Sr., director, Program of Educational Opportunity/CSES, School of Education, University of Michigan

George Moss, teacher, Beecher Community Schools

Gene Nuckolls, assistant superintendent, Saginaw Public Schools; member, Urban Education Alliance

Joseph F. Pollack, superintendent, Flint Community Schools

Barbara Roberts-Mason, president, Michigan State Board of Education

Ira Rutherford, superintendent, Beecher Community Schools

Rose Marie Swanson, Office of Instructional Improvement, Detroit Public Schools; member, Urban Education Alliance

Rossi Ray Taylor, director, legislative and community relations, Lansing School District; member, Urban Education Alliance

Laura Jean Thompson, counselor, Flint Schools of Choice, Flint Community Schools

Don Wesley, chair, Minority Caucus, United Teachers of Flint

School Visits

Northern High School

Northwestern High School

Holmes Middle School

Whittier Middle School

Doyle-Rider Elementary School

Houston, Texas

Participants in Open Hearings

Barbara Baldwin, president, Houston Association of Black Social Workers

Rev. Henry Blaze, associate pastor, Outreach Missionary Baptist Church; community activist, Houston

Rev. J. Don Boney, pastor, House of the Lord Baptist Church; community activist, Houston

Vivian Bowser, member (retired), Houston Teachers Association and NEA

Linda Brown, research specialist, Houston Community College

Edward Cline, assistant superintendent for Campus Management of the Elementary Schools, Houston Independent School District

Bruin Glover, member, Board of Directors, Texas State Teachers Association; president, Baytown Education Association

Zoia L. Jones, chair, Community Relations Committee, Houston Teachers Association; presiding coordinator, National Council of Negro Women, Houston

W. Charles Law, Houston Area Urban League

Herbert Melton, member, Board of Education, Houston Independent School District

Launey F. Roberts, Jr., professor of educational administration, Texas Southern University; executive director, Scholastic Knowledge for Youths, Inc., Houston

Odessa Sayles, chair, Adopt-A-Black-Child Committee, Harris County Children's Protective Services

Segna Segrest, president, Houston Teachers Association

Elizabeth Spates, trustee, Houston Community College; member, Board of Education, Houston Independent School District

Other Participants

Deborah Brickens, Texas State Teachers Association

Lillie Carswell, member, Board of Directors, Houston Teachers Association

Berdia M. Churchwell, HPA, Houston Independent School District

Marie Gerety, member, Houston Teachers Association

Eric B. Glass, member, Houston Teachers Association

Valerie Glover, member, Houston Teachers Association

Obidike Kaman, member, Black United Front; community activist, Houston

Alvin Porter, UniServ director, Houston Teachers Association

Anita Spivey, vice-president, Houston Teachers Association

Esther Thomas, member, Houston Teachers Association

Arna Washington, member, Houston Teachers Association

Nat West, member, Houston Teachers Association

J.D. Wesley, member, Houston Teachers Association

Curley Mae Williams, member, Houston Teachers Association

School Visits

Booker T. Washington High School

Kashmere High School
Community In Schools Program

Gregory-Lincoln Middle School

Instructional Goals

1. Preschool—Head Start
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
2. Elementary
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
   g. Training on computers
   h. Emphasis on reading, math, and language development
   i. Learning the natural consequences of behavior
3. Middle School/Junior High
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
   g. Training on computers
   h. Emphasis on reading, math, and language development
   i. Learning the natural consequences of behavior
   j. Computer science and laboratory
   k. Math and sciences laboratory
   l. Career exploration
4. High School
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
   g. Training on computers
   h. Emphasis on reading, math, and language development
   i. Learning the natural consequences of behavior
   j. Computer science and laboratory
   k. Math and sciences laboratory
   l. Career exploration

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

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REPORT OF THE

HISPANIC CONCERNS

STUDY COMMITTEE

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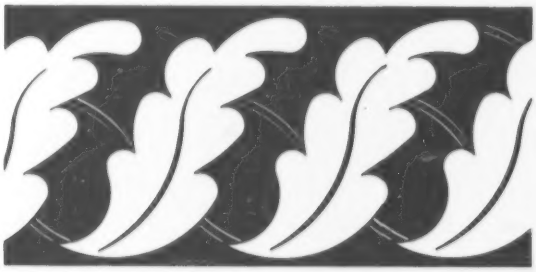
HISPANIC CONCERNS STUDY COMMITTEE REPORT



Preface

The National Education Association is grateful to the members of the Hispanic Concerns Study Committee for preparing this report, which expresses the concerns of Hispanics and provides a series of recommendations for our Association.

The interests of all public school children have always been at the heart of NEA concern and action. But the specific concerns of Hispanics did not gain the attention of the Association until the 1960s.

In 1966, NEA consponsored a landmark conference in Tucson, Arizona on teaching the Spanish-speaking student. This conference directly inspired the 1967 passage of the federal Bilingual Education Act.

In the summer of 1971, the NEA Executive Committee established a Task Force on First Americans and Hispanic Education. Later, two distinct task forces representing those groups emerged. The Hispanic Task Force was formed to identify issues of concern to Hispanic parents, educators, community and political leaders as well as to our Hispanic NEA members.

In one of the first NEA actions on Hispanic education, our Association passed a resolution recognizing the complexity and diversity of the needs of Hispanic children. This resolution especially noted the importance of parental involvement in developing an adequate and equal educational program that reflects and responds to the needs of the Hispanic segment of the U.S. population.

NEA has also resolved that bilingual, English-as-a-Second Language (ESL), and Limited English Proficiency (LEP) programs are necessary and important in meeting the challenge of educating Hispanic children. We have supported full funding for such programs.

NEA also has supported equal educational opportunities for migrant children—many of whom are Hispanic—and appropriate programs for migrant families.

NEA believes that multiracial and multiethnic teaching staffs are essential to the operation of nonsegregated schools. We deplore the trend toward diminishing numbers of minority teachers in our public schools.

For many years, NEA has been in the forefront of efforts to urge publishers of textbooks and other educational media to produce materials that give an adequate and accurate representation of the historic contributions of ethnic minority groups and women. We have urged local and state boards of education to adopt such materials for use in their schools.

Moreover, NEA has consistently sought to maintain adequate levels of local, state, and federal education funding—so that no students are short-changed in their efforts to obtain a quality education. And the civil rights movement has seen us at the front of the line in the fight to ensure justice and equal opportunity for all.

The findings and recommendations that follow offer the NEA another opportunity to focus on the educational needs of Hispanics. They also provide insights into how Hispanic NEA members view the Association and how they feel the Association can do a better job.

Several conclusions are clear from this report. One is that Hispanic students are in educational crisis. Far too many Hispanic young people are not making it all the way through the educational pipeline. This does not bode well for our collective future.

Public schooling is not working for all Hispanic students, and the reasons are not entirely clear. We need to know more about the problems Hispanic students experience. Are Hispanics being pushed out of school because of education reform? Are schooling patterns and structures responsive to the needs of Hispanic students? Are the problems of Hispanic students different because they are Hispanic or because of the specific schools they attend?

Finally, we are aware of the expectations of those who shared information with us. They did so because they felt we could do something about the problems they highlighted. In the final analysis what we do today will make an important difference in whether or not Hispanic children will be prepared to meet the challenges of tomorrow. This is an awesome responsibility, but surely one that we gladly accept for the good of our country and of its Hispanic American community.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

The members of the Hispanic Concerns Study Committee have come to know the full meaning of the increasingly common phrase, "the changing demographics in our nation's public schools." In the schools we visited and in the hearings we conducted, our Committee was able to see and hear the concerns many Americans share about the Hispanic students who will make up the largest minority group in tomorrow's public schools.

Throughout our research, we were able to see the good things schools are doing to create the special magic between student and teacher that produces learning. Where good things are happening, we found clear evidence that good leaders were at the helm of the school and that innovative teachers were giving the best that teaching has to offer.

By the same token, we were also able to observe the sometimes poor conditions in which Hispanic students are forced to learn and teachers to work. In some schools, portable classrooms—with all their physical and educational limitations—appeared more permanent than temporary. In one such classroom, paper and pencil were the only visible teaching and learning tools.

We heard from Hispanic parents, teachers, education researchers, community leaders, and politicians. We heard their concerns about curriculum, bilingual education, the shortage of Hispanic teachers, the tracking and testing of Hispanic students—and about Hispanic students' low achievement levels, high dropout rates, and low college attendance rates. We heard, too, from Hispanic NEA members, who asked the Association to lend its support and assistance to making schools better and more productive for Hispanic children.

In short, what we heard, I believe, was a plea for help from the nation's fastest growing minority group—Hispanic America—a population that educationally lags behind all others in the United States.

Implicit in this plea was the expectation that the National Education Association can do something to help. NEA is committed to a public school system that meets the challenges of educating a multicultural and multiethnic student population. I believe our greatest challenge today is to translate that goal into a minority education agenda that equitably responds to the great need our nation now encounters at the schoolhouse door.

To that end, it is critical that we abandon old stereotyped beliefs about Hispanic parents and students, and begin from the premise that our hearings and visits made obvious: that the Hispanic community sees education as important. Hispanic parents want their children to excel in and make the most of school. Education is a key concern of a broad cross-section of the Hispanic community—from parents to politicians and in between. The issues transcend interest in just bilingual education. Underlying that sentiment is the view that today's public schools will undoubtedly require restructuring to meet the needs of today's Hispanic American student.

John Wilson, Chairperson
NEA Hispanic Concerns Study Committee
June, 1987

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The Study

At the request of the NEA Executive Committee, President Mary Hatwood Futrell appointed an NEA Hispanic Concerns Study Committee in 1985. The Committee included three Executive Committee members and three Hispanics, including the chairperson of the NEA Chicano-Hispano Caucus, an Association member recommended by the Minority Affairs Committee, and one other Association member. The three Executive Committee members were John Wilson (North Carolina), who served as chairperson; Pearl Mack (Illinois), and Gary Obermeyer (Nebraska). Hispanic members included Sara Flores (Texas), chairperson, NEA Chicano-Hispano Caucus; Elias Chapa (Michigan); and Jose Correa (Colorado).

The Committee was given, but not limited to, the following charges:

1. Review current studies on the needs of Hispanic school students and public school employees.
2. Analyze NEA programs that address these needs and make appropriate recommendations.
3. Assess the concerns of NEA Hispanic members.
4. Meet with leaders of Hispanic groups to ascertain their potential level of involvement with NEA.

The Study Committee met in Washington, D.C., Los Angeles, California, San Antonio, Texas, and Edinburg, Texas. At its Washington, D.C. meetings, the Committee was briefed by several national Hispanic organizations and the U.S. Bureau of the Census on topics ranging from Hispanic demographics to the major educational issues confronting the Hispanic community.

The Study Committee hearings included presentations from a broad array of educators and community representatives. The Committee also visited schools and observed successful bilingual and dropout prevention programs, creative approaches to teaching mathematics, and English-as-a-Second Language (ESL) classes as well as year-round schools, a community youth program, a health career high school, open concept schools, and schools with large migrant student populations.

The Committee selected Los Angeles as a hearing site because it is the city with both the second highest total population in the United States and the second highest Hispanic population in the world. Because of its diversity, Los Angeles also faces many challenges and opportunities for developing and providing progressive education models. The city's rapidly growing school system—which includes Hispanic, Black, Asian, and Anglo students—is considerably overcrowded and plagued by high dropout and teenage pregnancy rates. The Los Angeles Unified School District is experimenting with year-round schools and several dropout prevention models to address these problems.

The Committee selected San Antonio as a hearing site because this city ranks as the tenth largest U.S. city and, with its 70 percent Hispanic population, the city with the fourth-largest Hispanic population. San Antonio also has a Hispanic mayor and a number of effective Hispanic advocacy organizations that have earned widespread recognition of the contributions and talents of the Hispanic community. In addition, the San Antonio area's 15 school districts are experiencing both problems and opportunities resulting from Texas's major education reform measure, House Bill 72.

The Study Committee selected the Rio Grande Valley—specifically Pan American University in Edinburg, Texas—as a hearing site for several reasons. The Valley is 80 percent Mexican American and, in Hidalgo County, the Valley has the poorest region in the United States. The Valley is also the third fastest growing region in Texas.

Bordering Mexico, the Rio Grande Valley is tied economically and politically to events in both countries. Border communities throughout the Southwest share the benefits and hardships of this unique relationship. Current hardships are caused by recession in the oil industry, the devaluation of the Mexican peso, and most recently by U.S. immigration reform. Migrant workers constitute a significant part of the population and a disproportionate number of their children are at-risk students. Valley schools are severely affected by all these problems.

An Overview

Hispanics are the nation's fastest growing ethnic group. Their growth rate is five times that of the general population. In 1985, the U.S. Census Bureau reported 16.9 million Hispanics, an increase of 16 percent since the 1980 Census. Hispanics comprise 7.2 percent of the country's total population.

Mexican Americans, who doubled their population in the decade between 1970 and 1980, are the largest subgroup, comprising over 60 percent of all Hispanics with a population of 10 million. They are followed by Puerto Ricans with 2 million; Cubans with 1 million; and a Central, South American, and other Spanish origin group of 3 million.

Hispanics are both natives of and immigrants to this nation. Hispanic American culture today reflects both the heritage of the Native American Indians who inhabited what are now the states of the Southwest and the heritage of Spanish settlers to the New World. The first European settlers within what we now know as the continental United States were Spanish. Indeed, the Spanish-speaking communities of Santa Fe, New Mexico and St. Augustine, Florida predate the landing of the Pilgrims at Plymouth Rock.

The contributions of Hispanics in the United States have been significant. Spaniards, for example, helped lay the foundations for the agricultural, mining, and cattle industries in the Southwest on which early city and state economies were built. Treaties signed between Mexico and the United States and Spain and the United States made descendants of the Hispanic settlers in the Southwest and on the island of Puerto Rico part of the United States.

The immigration of Mexicans to the United States and the internal immigration of Puerto Ricans to the North American mainland have been heavy, especially since the end of World War II. Over the last quarter of a century the flow of Hispanics from other parts of Latin America has also increased. In recent years, with a politically unsettled Central America, this immigration has become even heavier.

Though united by a common Spanish culture and language and religion, there are differences among Hispanics attributable to national origins and reasons for emigration. It is important to note that the Hispanic migration to this country in recent decades has been marked by some significant differences where the motivating factor to move north has been political. Early Cuban refugees and later some of the first to leave Central America have been from the upper classes—people who had the means to escape and who generally were well educated, through perhaps not fluent in English. More recent migrants, it is critical to note, pushed northward to escape political oppression and to seek economic opportunities.

Hispanics in the United States are highly urbanized—90 percent live in metropolitan areas. California, New York, and Texas together are home to nearly two-thirds of the nation's Hispanics, according to the U.S. Census Bureau. Hispanics comprise one-tenth of the population in 47 of the 318 metropolitan areas in the United States. The cities of New York, Los Angeles, Chicago, and San Antonio share one-fifth of the U.S. Hispanic population. Today, 60 percent of Hispanic adults residing on the U.S. mainland were born outside the continental United States, but an estimated 80 percent of Hispanic children attending public schools were born in the United States.

Hispanics are a young population. In 1980, the median age for all Americans was 30. For Hispanics that figure was 23.2 years. The potential impact of this population on the nation's schools is evident in statistics that show that 11 percent of Hispanics are five years old or younger while only 7 percent of all Americans are that young. The youthfulness of Hispanics is also apparent in figures showing that only 5 percent of Hispanics are 65 and older, while 11 percent of the total population is in that category.

Two factors will keep the Hispanic group relatively young. The continuing immigration from Spanish-heritage countries, particularly those in Latin America and the Carribean, consists largely of young people, including many women in their childbearing years. Hispanic women also have a higher fertility rate than other American women.

For all its growth and potential, however, the nation's Hispanic population lags behind all other groups educationally and, not surprisingly, economically. Hispanics did increasingly graduate from high school in the 1970s, but the percentage obtaining diplomas lagged behind other groups. According to the 1980 census, of Hispanics 25 years and older, 44 percent were high school graduates, compared with 66 percent of all Americans.

The educational profile of Hispanics shows that:

- ☐ 40 percent of Hispanics do not go beyond eighth grade compared to 18 percent of all Americans.
- ☐ The dropout rates for Hispanics in some urban settings are horrendous—starting at 50 percent and higher, a loss of half a generation or more.
- ☐ Only 20 percent of Hispanics, compared to 32 percent of all Americans, obtain at least some college training.
- ☐ Hispanics will soon become the majority school population in many cities, and a rising percentage of the population in many other parts of the nation.
- ☐ The future prosperity of these communities and of the United States itself will be correspondingly related to the development and progress of their Hispanic families.
- ☐ Many Hispanic students suffer high levels of stress as a consequence of poverty, culture clashes, and the marginal—often violent—quality of life in the inner city.
- ☐ Hispanic male students work more hours per week while attending school than any other group.
- ☐ Hispanic students attend public schools that are usually overcrowded, poorly equipped, or have lower per pupil budgets than other schools in adjacent areas.
- ☐ Over two-thirds of all Hispanics attend schools with student bodies that are more than 50 percent minority.
- ☐ Hispanics are underrepresented in higher education. According to the American Council on Education, 529,000 Hispanics were enrolled in college in 1984, 4.3 percent of the total college population. The number of Hispanic graduate students is even smaller.
- ☐ The number of Hispanic teachers is 1.8 percent of the teaching force, according to a 1980 report of the U.S. Department of Education.

Findings

Educational Opportunities and Support Systems

1. The overwhelming majority of Hispanic parents want a good education for their children.
2. A major impediment parents face in helping their children with schoolwork is their own limited English proficiency and lack of education.
3. Hispanic students need more Hispanic role models in their schools and communities and in the public at large.
4. In many Rio Grande Valley communities, the public school systems have become the major employer, and school systems have become a vital part of the political patronage system.
5. The experience and expertise of grassroots organizations and individuals are not being tapped sufficiently in the planning, strategizing, and evaluating of programs to remedy, alleviate, or eliminate the problems of Hispanic students.
6. Much classroom and school overcrowding exists in Hispanic-dominant schools. Many classrooms begin the school year with 45 students and often remain with 35 students throughout the school year.
7. Dropouts and their parents are more likely to feel estranged from the school system, with the parents feeling more estranged than the students.
8. The Hispanic dropout rate is a major concern in the Hispanic community, with many Hispanic groups and individuals developing and seeking solutions to this problem.
9. Shortages of Hispanic teachers and low numbers of Hispanic administrators are typical situations in public schools.
10. The number of books in English and Spanish to which Hispanic children can relate is insufficient.
11. Many Hispanic students and parents feel that no one at school cares about Hispanic students and that there is no one there to whom students can turn. Hispanic parents believe that many school personnel expect Hispanic students to perform poorly in school.
12. The Hispanic community is concerned and uneasy about the effects of education reform on Hispanic students and on continued shortages of Hispanic and bilingual teachers. Of special concern is the increased potential for tracking and the "pushing out" of Hispanic students.
13. Some schools abuse and misuse standardized written tests, using them as tools to exclude students from special programs or services.
14. Equalization aid to poor school districts is considered essential to the provision of equal educational opportunities for Hispanic students. Many Hispanics live in property-poor school districts.
15. Students' mistrust of standardized tests has grown to such proportions that half of Hispanic high school seniors do not take the SATs.
16. Inappropriate tracking of Hispanic students to nonacademic and learning disabled programs and classes continues.
17. Prejudice, financial considerations, and cultural differences contribute to school system reluctance to consider solutions to the problems faced by Hispanic students.
18. Informal surveys indicate that Hispanic students who successfully finish high school and subsequently graduate from college had one thing in common: they had excelled during their high school years either academically or in extracurricular activities.
19. Many teachers in Hispanic-dominant schools lack sufficient books, materials, desks, and equipment for their students.

20. There are insufficient numbers of Hispanic school counselors and counselors who are sensitive to Hispanic student needs.
21. Year-round schools as solutions to increases in student populations are very controversial in the Hispanic community. Year-round schools are concentrated in inner city minority schools, with few—if any—located in nonminority communities.
22. Recent studies indicate that significant numbers of Limited English Proficient students do not have access to classrooms that either use the students' native language or have teachers who understand the students' native language.

Bilingual Education

1. Many bilingual educators and potential bilingual educators view the bilingual education program as unstable because of unreliable federal support. This instability keeps more teachers from wanting to become bilingual education teachers.
2. Tremendous shortages of certified bilingual education teachers exist.
3. The placement of noncertified and emergency-endorsed teachers neglects the educational needs of Spanish language-dominant children.
4. Due to low scores in English assessment tests, Hispanic students are often placed in Chapter 1 classes, where they may receive assistance in reading from a nonbilingual teacher or a teacher not qualified in English-as-a-Second-Language methods.
5. Language assessment instruments used to place Hispanic children in bilingual programs are often administered by a person other than a student's teacher. When teachers have little or no input, children are often misplaced—thus beginning their education in reverse gear.
6. When Hispanic children are tested for readiness to exit the bilingual program, the teacher may only be given a checklist to complete. As a result, the teacher may have little if any impact in determining whether the child has benefited from the bilingual program.
7. Education reform guidelines may undermine the bilingual program. Many bilingual teachers feel pressured to hasten the transition of bilingual students into English-only classes so the students will be "better" prepared to take the TEAMS (Texas Educational Assessment of Minimal Skills) or CTBS (California Test in Basic Skills) basic skills tests. Consequently, the only need that is addressed is that of the school or school district, not the educational needs of the children.
8. Comprehensive and pedagogically sound curriculum for developing both English-language and other skills of Limited English Proficient (LEP) students is critical to reducing the extremely high dropout rates of LEP students.
9. Experienced bilingual teachers continue to perceive a "Band-aid" approach in implementing bilingual education. Some bilingual and ESL programs are developed, implemented, and dropped, they say, with neither consistency or continuity. Some districts do not collect data annually or longitudinally, making it impossible to follow the progress of programs or students.
10. The collaboration between bilingual teachers and Chapter 1 teachers about student objectives that need reinforcing in the regular classroom is often insufficient.
11. Spanish-language reading and language series should correlate with English-language series so that bilingual students who make the transition to English-only classes will have learned the same concepts as the English monolingual students. Instead, bilingual students are often set back academically two or three years.
12. School personnel often inappropriately see bilingual education students as low achievers or slow learners.

13. Bilingual education students who score high on Spanish basic skills tests are not recognized or praised for doing so.

NEA and Affiliates

1. There are very low numbers of Hispanic staff and managers employed by NEA and its state and local affiliates.
2. The leadership of NEA and its state and local affiliates is generally viewed by Hispanics as insensitive to and uninterested in Hispanic needs and concerns.
3. NEA's image is hurt by the attitudes and behavior of local and state affiliates as well as by many rank and file members.

Political and Organizational Links with the Hispanic Community

1. Good relationships exist between NEA and national organizations such as the Congressional Hispanic Caucus (CHC), the Mexican American Legal Defense and Education Fund (MALDEF), the National Association for Bilingual Education (NABE), Mexican American Women's National Association (MANA), and the National Council of La Raza (NCLR). These relationships need to be translated to the state and local levels.
2. Federal impact aid to school districts in border towns throughout the Southwest is essential to the educational development of Hispanic communities.
3. NEA has received positive feedback on its television public service announcements that feature Hispanics. The Hispanic community looks forward to more of these.
4. The Hispanic community expresses much concern about the "English Only" movement throughout the country. Members of the community applaud NEA's position against English Only, although they feel that most Association members and the general public are not aware of that position. Nor do they think NEA members or the general public informed about the negative implications of the movement for language-minority communities and especially for Hispanics.
5. The Hispanic community expresses concern about the impact of the new immigration reform law on school districts, particularly as it might necessitate changes on the part of the districts that they may be unprepared or unwilling to make.
6. Hispanic political involvement is increasing as measured by increases in numbers of Hispanics registering to vote, voting, and holding elective office. The levels of political participation are far from where they should be, but significant progress has been made.
7. Hispanic candidates for public office have problems obtaining NEA-PAC endorsement. Well-qualified Hispanic first-time candidates, non-incumbents, and women often have insufficient start-up funds and are not considered viable candidates by the Association.

Higher Education

1. There are too few Hispanic professors and administrators at colleges and universities.
2. Hispanic higher education instructors are more likely than others to be given temporary assignments and placed in nontenure tracks.
3. Low numbers of Hispanics are pursuing higher education.
4. The retention of Hispanic students in higher education institutions is a problem.
5. Scholarships as well as financial aid in general are lacking for Hispanic students.

Recommendations

The following Study Committee recommendations have been adopted by the NEA Board of Directors.

Educational Opportunities and Support Systems

1. NEA will develop a school-based training program targeted at all school staff to increase their expectations for Hispanic students as well as to enhance their sensitivity to the language, culture, motivations, and learning styles of Hispanic students.
2. NEA will devote at least two projects funded by the National Foundation for the Improvement of Education (NFIE) to decreasing the dropout rate among Hispanic students.
3. NEA will encourage state affiliates to include funding for bilingual counselors in educational legislative priorities.
4. NEA will encourage local and state affiliates to develop strategies, policies, and legislation to prevent the tracking of Hispanic students.
5. NEA will encourage local and state affiliates to secure funding for programs to prepare bilingually certified teachers and to ensure that these programs are accessible to practicing teachers.
6. NEA will encourage local and state affiliates to promote prekindergarten and kindergarten programs designed to give Hispanics an equal opportunity to excel in public schools.
7. NEA will conduct and publish a national study or compilation of studies that identifies the causes of high Hispanic dropout rates and also addresses problems around literacy and school attendance.
8. NEA will develop and make available to state and local affiliates a training program on test-taking skills for use by future teachers.
9. NEA will develop teaching guides and instructional materials on the contributions of Hispanics.
10. NEA will promote Hispanic Heritage Week and Cinco de Mayo through appropriate publications and activities. NEA will also promote the adoption of an Hispanic History Month.
11. NEA will publish and distribute a cultural calendar prior to the opening of school.
12. NEA will promote the positive treatment of Hispanics in textbooks by making specific recommendations to publishers, highlighting excellent textbooks, developing training for monitors and evaluators, and working with groups that are involved in promoting a positive image for Hispanics.
13. NEA will implement at least two Parent-Teacher Partnership Projects in Hispanic communities. These projects will include the development of materials and programs to help Hispanic parents help their children meet educational requirements. The projects will also include a literacy component for parents.
14. NEA will develop model contract language for an affirmative action policy for use by local school systems in the hiring of teachers, administrators, and educational support personnel.
15. NEA will develop a checklist or profile for use by Hispanic parents in advocating better education for their children.
16. NEA will promote school/business partnerships that encourage Hispanic students to continue their education.
17. NEA will develop a position in support of school-based wellness clinics that offer family planning, counseling, and access to birth control methods.
18. NEA will design and pilot a leadership development program for Hispanic students that begins at the elementary school level.
19. NEA will implement at least one Equal Access Grant in the Hispanic community.

20. NEA will encourage organized youth groups such as Boy Scouts and Girl Scouts to be more accessible to Hispanics.
21. NEA will conduct a national forum on the issues and needs of bilingual education, bringing together Hispanic and other researchers, educators, policymakers, and community organizations.
22. NEA will develop and implement an ongoing public education/information campaign that includes 30-minute programs on various topics to be aired on English- and Spanish-language television. The programs will encourage Hispanic parents to become involved in the education of their children and serve as advocates for quality education for Hispanic children.
23. NEA will develop and promote the airing of Spanish- and English-language public service announcements to highligh the importance of education.
24. NEA will develop and disseminate bilingual materials on education issues and social problems that affect a child's ability to learn—problems such as child abuse, poor nutrition, drug abuse, and teen pregnancy.
25. NEA will conduct a national forum on the Hispanic family to develop a better understanding of the factors that bear on the education of Hispanic children. The conference would bring together Hispanic and other researchers, educators, policymakers, politicians, community social service, and support organizations.
26. NEA will identify and publish listings of migrant education resources at the national, state, and local levels.
27. NEA will fund a science pilot project for Limited English Proficient (LEP) students.
28. NEA will encourage state and local affiliates to obtain or conduct inservice and other types of training for teachers and teacher assistants that better equip them to deal with student poverty, frustration, and burnout.

Political and Organizational Links with the Hispanic Community

1. NEA will give six local grants from NEA Government Relations to NEA affiliates to participate in Hispanic voter registration drives with other organizations such as the Southwest Voter Registration and Education Project, the Midwest Voter Registration and Education Project, and the National Puerto Rican/Hispanic Voter Registration Project.
2. NEA will work cooperatively with Hispanic lobbying groups through NEA Government Relations to survey the positions of members of Congress on the English Only constitutional amendment. NEA will share this information with local and state leaders for lobbying and political endorsement purposes.
3. NEA will make a financial contribution to the Hispanic Campaign Fund.
4. NEA will include in political action training programs a component on affirmative action.
5. NEA will fund five Hispanic community projects to work with NEA local and/or state affiliates.
6. NEA will work with Hispanic organizations that are addressing Hispanic education needs such as adult literacy, English, and G.E.D. (high school equivalency test) preparation.
7. NEA will work actively to stop further cuts in bilingual education funds and lobby to keep special alternative instruction programs of the Bilingual Education Reauthorization Bill to a 4 percent level.

8. NEA will make a financial contribution to the Mexican American Legal Defense and Education Fund (MALDEF) and provide appropriate legal support.
9. NEA will make financial contributions to the National Council of La Raza (NCLR), the Mexican American Women's National Association (MANA), the National Association for Bilingual Education (NABE), the Congressional Hispanic Caucus, ASPIRA, the National Puerto Rican Coalition and the Intercultural Development Research Association (IDRA).
10. NEA will contract with Hispanic organizations to do reseach and develop training programs recommended by this study committee.
11. NEA will exhibit at a minimum of five conferences/conventions that promote the concerns of Hispanics.
12. NEA will notify appropriate staff of the need to use Hispanic resource people both from NEA and its affiliates and from allied Hispanic organizations at conferences and conventions.
13. NEA will research and publish model programs that have been successful in Hispanic communities in combating such problems as dropouts, teen pregnancy, and illiteracy.
14. NEA will seek to jointly sponsor a national forum on the importance of multilingual skills in a competitive world market with the National Governors' Association and the Congressional Hispanic Caucus.
15. NEA will use political influence both internally and externally to promote the appointment of Hispanics to groups, committees, and boards that affect education policy.
16. NEA will lobby for increased funding for youth employment training, work-study, and summer jobs programs.
17. NEA will encourage local and state affiliates to promote the use of school facilities for community activities and work cooperatively with Hispanic community organizations and agencies.
18. NEA will lobby for increased federal funding of migrant education, adult education, and vocational education.
19. NEA will lobby for federal legislation to fund adult English classes.

Recruiting and Retaining Hispanic Teachers

1. NEA will develop strategies to attract and retain Hispanics in the teaching profession.
2. NEA will develop and conduct training to help Hispanic college students pass pre-professional tests.
3. NEA will pilot three student projects targeted at Hispanic students to promote teaching as a career.
4. NEA will develop pilot projects to encourage Hispanic teacher assistants to become teachers by providing them with financial assistance and support systems.
5. NEA will explore the feasibility of seeking college credits for experience gained in the classroom as a teaching assistant.
6. NEA will lobby for a federal program similar to the Teacher Corps Program.
7. NEA will develop and implement three pilot projects to promote teaching as a career among Hispanic students.

Higher Education

1. NEA will develop higher education retention strategies for Hispanic students.
2. NEA will conduct a national survey on Hispanics' employment and tenure status at colleges and universities.

NEA Members and the Issues and Concerns of Hispanics

1. NEA will publish in *NEA NOW*, *NEA Today*, and other publications regular articles on issues relating to Hispanics.
2. NEA will take a firm position in opposition to the proposed constitutional amendment to make English the official language of the United States, actively and publicly oppose the English Only movement nationally, and encourage state and local affiliates to do the same. NEA's news releases should emphasize that the amendment removes basic civil rights from Americans whose first language is not English.
3. NEA will develop an information packet for local leaders on the English Only movement and its negative implications for all citizens, but especially for Hispanics.
4. NEA will develop an information packet detailing the benefits of bilingual education to be used by state and local affiliates at appropriate conferences and in leadership training.
5. NEA will modify its cross-cultural awareness training component to use with all members for the purpose of increasing awareness of Hispanic needs and concerns.
6. NEA will encourage local and state affiliates with Hispanic populations of 5 percent or more to form study groups on Hispanic concerns.
7. NEA will provide visibility for Hispanics in Association governance settings and public events.

Hispanic Public School Employee Membership in NEA

1. NEA will fund six state affiliate projects through Affiliate Services to determine ethnicity of membership.
2. NEA will develop and fund four local organizing projects to increase Hispanic membership and involvement. Support from NEA for these projects should be multidivisional.
3. NEA will develop a UniServ training program on organizing Hispanic public school employees and present it in at least six state affiliates.
4. NEA will fund and provide technical assistance to at least six NEA Student Programs with high potential for organizing Hispanic students.
5. NEA will provide six local affiliates technical assistance to develop complementary relationships with local affiliates of the National Association of Bilingual Educators (NABE), the Association of Mexican American Educators (AMAE), or other Hispanic organizations.
6. NEA will develop a membership organizing component targeted at Hispanic education support personnel and conduct three leadership training workshops for Hispanic female education support personnel.

The Participation of Hispanic Members in NEA Governance

1. NEA will conduct at least six NEA Minority Leadership Training Program workshops at locations accessible to the Hispanic membership.
2. NEA will solicit nominations of Hispanic members for submission to the NEA president for appointment to major NEA committees. NEA will adopt a minimum goal of one Hispanic member on all such committees.
3. NEA will set the following goals for Hispanic participation at national governance levels:

	Current	Goal
Executive Committee	0	1
Board of Directors (voting)	2	8

4. NEA will encourage state and local affiliates with an Hispanic population of at least 5 percent to establish numerical goals for participation at all governance levels and target Hispanic members for inclusion in training programs.
5. NEA will maintain records by race, ethnicity, and sex of those trained by NEA at the national, state, and local levels.
6. NEA will encourage state and local affiliates to make concerted efforts to seek input from Hispanic caucuses on nominees for appointive positions.
7. NEA will conduct a minimum of three candidate leadership training programs for Hispanic members.

The Recruitment and Employment of Hispanics within NEA and Affiliates

1. NEA will meet the following staff affirmative action goals by 1988:

	Current	Goal
Executive	0	2
Management	3	7
Professional	7	13

2. NEA will build a bank of potential Hispanic employees by encouraging submission of resumes from employees of NEA affiliates, advocate organizations, and other related groups.
3. NEA will encourage state and local affiliates with an Hispanic population of at least 5 percent to establish numerical goals with timelines for employment of Hispanic staff.
4. NEA will actively solicit employees from established operating Hispanic organizations to apply for NEA positions in all employment areas.
5. NEA will designate the affirmative action hiring of Hispanics as a performance expectation of all managers.

NEA State and Local Affiliates

1. NEA will encourage state and local affiliates to bargain contract remedies for the particular problems faced by bilingual education teachers.
2. NEA will encourage state and local affiliates to consider the particular and unique problems of bilingual education teachers and provide organizational support to help address these problems. When necessary, NEA will encourage the constitutional and by-law changes essential to guaranteeing full participation rights to bilingual teachers.
3. NEA will encourage state and local affiliates to ask school districts to direct special attention and programs to ethnically imbalanced schools—by developing a special cadre of teachers and support personnel to serve in such schools.
4. NEA will encourage state and local affiliates to lobby for the creation of school district assessment units that would be responsible for the ongoing review of student data and the development of proactive programs aimed at keeping students in school.
5. NEA will encourage state and local affiliates to hold programs for parents in settings where they are most comfortable.
6. NEA will encourage state and local affiliates to monitor school district consistency in the implementation of bilingual education programs and seek procedures for direct input from bilingual education teachers.

7. NEA will encourage state and local affiliates to press school districts to adopt teaching materials that better meet the needs of bilingual education students.
8. NEA will encourage state and local affiliates to eliminate the testing of Limited English Proficient students in English.
9. NEA will encourage state and local affiliates to lobby state legislatures for equalization aid to assist poorer school districts.
10. NEA will encourage state and local affiliates to lobby school boards for new school building construction.
11. NEA will encourage state and local affiliates to undertake a comprehensive review of Hispanic mobility between public high schools and colleges/universities to identify the ingredients for successful outcomes.

Appendix

Washington, D.C
Los Angeles, Calif.
San Antonio, Tex.
Edinburg, Tex.

Washington, D.C.

Participants

Bettie Baca, director of constituent coordination, Democratic National Committee

Gloria Barajas, national president, Mexican American Women's National Association

Ramon Daubon, vice-president, National Puerto Rican Coalition

Emily McKay, vice-president, National Council of La Raza (representing Southwest Voter Registration and Education Project)

Sara Melendez, immediate past president, National Association for Bilingual Education

Emma Moreno, Congressional liaison, U.S. Bureau of the Census

Lori Orum, senior educational analyst, National Council of La Raza

Janice Petrovitch, director, Institute for Policy Research, ASPIRA

Los Angeles, Calif.

Participants

Carlos Barron, director, Mexican American Education Commission

Shelly Speigal Coleman, president, California Association for Bilingual Education

Jackie Goldberg, member, Board of Education, Los Angeles Unified School District

Frances Haywood, vice-president, United Teachers of Los Angeles

Charley Hinton, director, Human Rights, California Teachers Association

Pete Martinez, coordinator, Special Programs, Los Angeles Unified School District

Mark Meza Overstreet, chair, Chicano Caucus, United Teachers of Los Angeles

Mary Ann Pacheco, board member, California Teachers Association

Lupe Quezada, teacher, Huntington Drive Elementary, Los Angeles

School Visits

Eastman Elementary School
Garfield High School
Nimitz Junior High School
Cleland House

San Antonio, Texas

Participants

Charles Beard, president, Texas State Teachers Association

Dr. Bernal, principal, Emma Frye Elementary School, San Antonio

Ollie Besteiro, vice-president, Texas State Teachers Association

Norma Cantu, associate counsel, Mexican American Legal Defense and Education Fund

Dr. Jose Cardenas, director, Intercultural Development Research Association, San Antonio

Susan Cerdo, bilingual teacher

Mayor Henry Cisneros, City of San Antonio

Genevieve Cruz, teacher, Escobar Junior High, San Antonio

Liz Garza, chair, Greater San Antonio Literacy Board

Andy Hernandez, executive director, Southwest Voter Registration and Education Project

Leticia Serrata Hernandez, Northside Independent Teachers Association

Diane Herrera, vice-president, Edgewood Classroom Teachers Association

Harriett Marmon, chairperson, San Antonio Youth Literacy Council

Delia Pompa, assistant commissioner, Program Development, Texas Education Agency

Martin Ray Reyna, teacher, Tarrell Wells Middle School, San Antonio; member, NEA Resolutions Committee

Bob Rivera, member, Executive Committee, Harlendale Teachers Association

Manuel Ruiz, Edgewood Classroom Teachers Association

Roberto Ruiz, president, Eagle Pass Local Association

Louis Salinas, provost, Houston International University

Jan Trujillo, president, San Antonio Teachers Council

Dr. James Vasquez, superintendent, Edgewood Independent School District

School Visits

Frey Elementary

Health Careers High School

Edinburg, Texas

Participants

Dr. David Alvirez, Department of Sociology, Pan American University

Ramon Billescas, Migrant Program Director, Pharr-San Juan-Alamo School District

Betty Bundy, president, Horizons of Mission

Rolando Castaneda, vice-president, Chicano Caucus, Texas State Teachers Association

Estella Cuellar, former board president, McAllen Independent School District

Alejandro Flores, community liaison, Parents as Tutors Project, Brownsville

Derly Guajardo, director, Placement and Testing, Pan American University

Tony Garcia, superintendent, Rio Grande City Independent School District

Manuel Garcia, executive director, IMAGE Youth Services of McAllen

Juanita Elizondo-Garza, instructor, History Department, Pan American University

Jose Hinojosa, associate professor, Department of Political Science, Pan American University; president, Pan American United Faculty

Frances Jones, chairperson, Texas State Teachers Association UniServ Region 1C, Weslaco

Dr. Manuel Lopez, Department of Sociology, Pan American University

Patricia Leo, chairperson, Texas State Teachers Association UniServ Region 1A, Fulfurrias

Amalia Lerma, member, Executive Committee, Valley InterFaith, Weslaco

Sylvia Lujan, associate dean, College of Arts and Sciences, and director, Learning Assistance Center, Pan American University

Mary Jane Maddox, president, Texas State Teachers Association District 1, Harlingen

Lee Maril, instructor, Behavorial Sciences, Pan American University

Dr. Ernest D. O'Neil, dean, School of Education, Pan American University

Roberto Mario Salmon, assistant professor, History, Pan American University

Sister Christine Stephens, Valley InterFaith, Weslaco

Jesse Trevino, business and community activist, McAllen

Jesus Vela, Jr., Pharr-San Juan-Alamo School District; coordinator, Texas Migrant Interstate Program

Anita Villareal, chairperson, Texas State Teachers Association, UniServ Region 1B, Edinburg

School Visits

(Pharr-San Juan-Alamo School District)

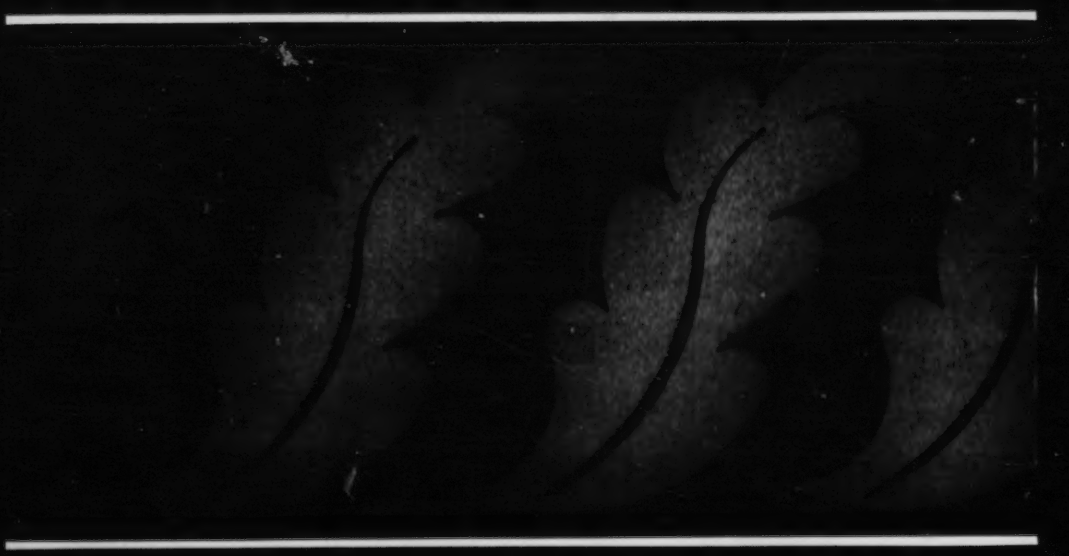
Austin Junior High

Longeria Elementary

Pharr-San Juan-Alamo High School

Ramirez Elementary

Notes:



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